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ABSTRACT

This course of study was designed to be used by teachers to guide sex education instruction for the 4th through 12th grades. It provides daily lesson plans for teachers to use. The goal of the program is two-fold: (1) to develop an understanding of sexuality, establish a vocabulary of proper terminology, and build a foundation of knowledge on the biological aspects of reproduction; and (2) to develop an understanding of family roles and responsibilities and enlarge students' capacity for making responsible decisions about sexual conduct, parenting, and successful social relationships. Units of instruction are outlined for each grade, with recommendations for class activities and discussions. Test materials are included. The appendix provides an overview of sex education, the planning steps of the committee which developed the program, and a sample parent letter. (JD)

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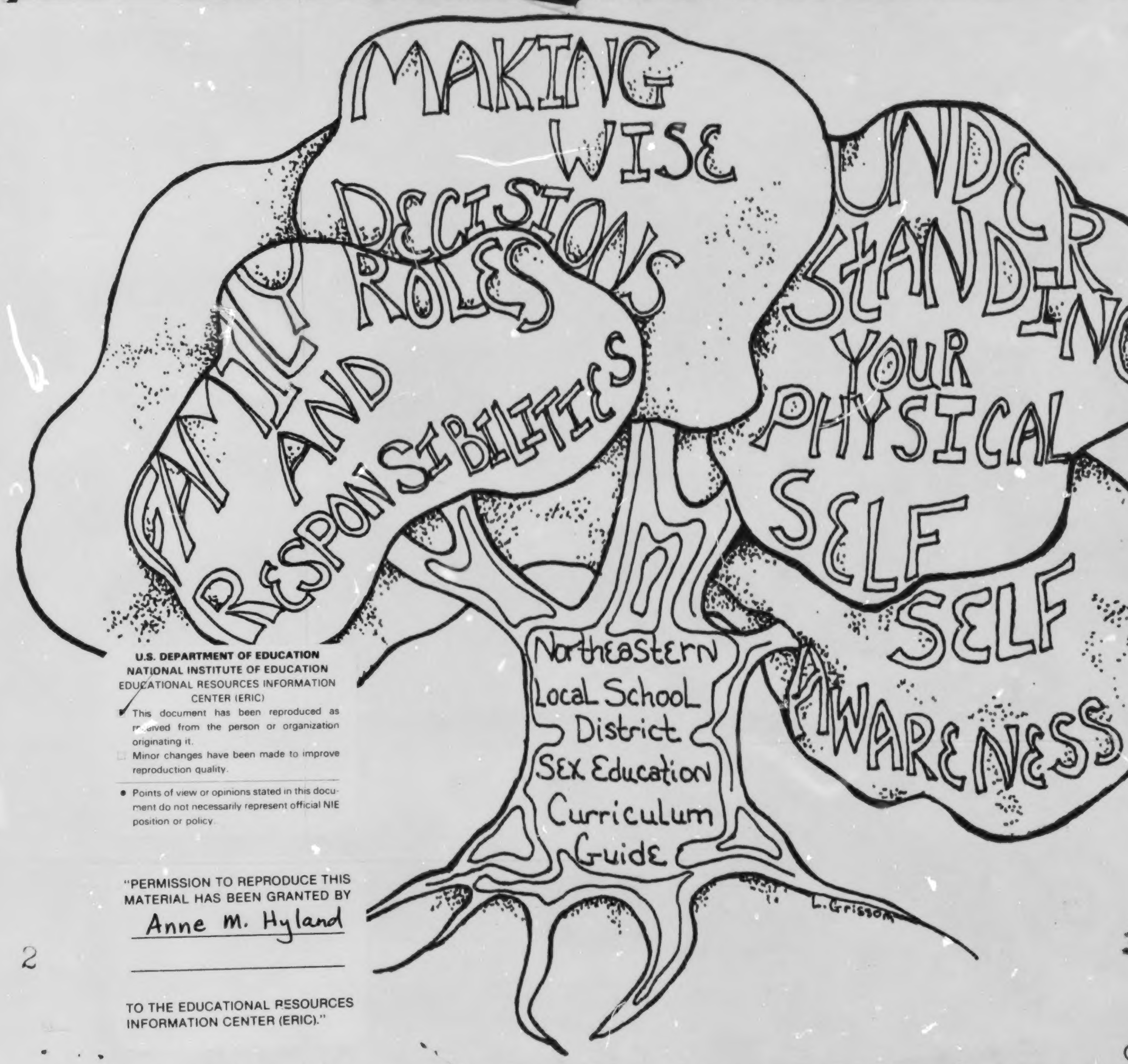
MAKING WISE DECISIONS
FAMILY ROLES AND RESPONSIBILITIES
UNDERSTANDING YOUR PHYSICAL SELF
SELF AWARENESS
Northeastern Local School District Sex Education Curriculum Guide
L. Grisson

U.S. DEPARTMENT OF EDUCATION
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NORTHEASTERN LOCAL SCHOOL DISTRICT
COURSE OF STUDY
AND
INSTRUCTIONAL GUIDES
FOR
SEX EDUCATION

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INTRODUCTION

At its April 27, 1981 meeting the Northeastern Local Board of Education requested that a district committee be established in order to develop a Course of Study in the areas of family life and sex education. This document is the result of a careful two years process in response to that request.

The Course of Study is designed to be used by teachers to guide their sex education instruction in the Northeastern Local School District. It further defines the field of study for administrators, board members, and the community. This guide goes far beyond a traditional course of study, in that it provides day by day teachable lesson plans for teachers to use. The entire guide -- both the Scope and Sequence of instructional objectives -- and the daily instructional guides -- have been adopted by the Board of Education. It is the intent of the board that students of the district shall be expected to receive the instruction specified.

Program Philosophy

Sex Education is an ongoing physical, mental and emotional process which grows and matures as part of family and social situations. Parents are largely responsible for the attitudes, morals and views they want their children to develop about sexuality. The public school supplements the sex education which takes place in the home by helping students to develop positive attitudes and practices which lead to an understanding of sexuality and successful family and social relationships.

Program Goals

I. Students will understand sexuality.

   A. Students will establish a vocabulary which will help to eliminate improper terminology, dispel fears and correct misconceptions.

   B. Students will understand the biological aspects of reproduction.

   C. Students will understand sexuality as being an integral part of their personality, to be respected and dignified.

II. Students will develop successful family and social relationships.

   A. Students will develop an understanding of family roles and responsibilities.

   B. Students will develop positive attitudes and make responsible decisions about sexual conduct and parenting.

TABLE OF CONTENTS

PAGE

Approval . . . . Title Page

Acknowledgments. 2

Introduction 3

District Philosophy. 5

Program Philosophy 6

Program Goals. 6

Scope and Sequence 7

    4th - 5th grades 8

    7th - 8th grades 12

    Secondary. 16

Evaluation Policies. 20

Instructional Guide. 21

    Tips for Group Leadership. 22

    4th Grade (yellow paper) . . Holly McCarthy. 29

    5th Grade (buff paper) . . . Ruth Hoover 53

    7th Grade (white paper). . . Dane Kugler 73

    8th Grade (green paper). . . Ann Vosskuehler 106

    Secondary (blue paper) . . . Rita Terry. 137

Appendix 202

    Overview of Sex Education - Committee Planning Steps . . .203

    Sample Parent Letter 209

District Philosophy

"WE BELIEVE in the dignity and inherent worth of every individual. We accept every child as he is when he enters our schools. We recognize that each child has different abilities, interests, and needs to which our curriculum must be suited. We shall do our utmost to help each child develop his potentialities to the fullest extent so that he may become a socially and economically productive member of our democratic society.

"WE BELIEVE in the American way of life which permits the individual to choose his own way of life as long as it does not interfere with the rights and property of others. To perpetuate this belief we must guide the child in the development of critical and scientific thinking so he can reach valid decisions concerning our society. We must stimulate in each child a respect for and loyalty to our American heritage and a deep conviction of his personal responsibility for contributing to it.

"WE BELIEVE that we must guide all school activites toward the following goals:

1. That students will be encouraged to understand and utilize their knowledge rather than merely memorize facts.
2. That students will develop desirable traits of mental and physical health.
3. That students will develop value systems, including ethical and spiritual values, that are compatible to the values of the culture.
4. That students will be encouraged to develop their natural desire to learn and will be encouraged, through practice, to continue the use of efficient methods of developing skills, values, thought processes, and factual information throughout their lives.

SCOPE AND SEQUENCE

4th-5th Grade - (yellow paper)

7th-8th Grade - (green paper)

Secondary - (blue paper)

I. The student will understand sexuality

A. The student will understand the biological aspects of reproduction

4th	5th
1. Understand physical changes Identify secondary sex characteristics: male and female body shape changes, hair growth, voice, puberty Explain the process of menstruation (presented separately): ova, ovary, uterus, vagina Identify male and female sexual anatomy.	1. Understand physical changes Identify secondary characteristics: male and female body shape changes, role of pituitary gland, testosterone, estrogen, seminal fluid, seminal duct, urethra Explain the process of menstruation and the formation of seminal fluid.
	2. Name the parts of the reproductive systems.
	3. Explain fertilization of an egg cell by a sperm cell; fallopian tube.

Suggested Scope and Sequence of Instruction

October 26, 1982

I. The student will understand sexuality

B. The student will understand sexuality as being an integral part of personality to be respected and dignified.

4th	5th
1. Understand and appreciate yourself	1. Understand and appreciate yourself
Explore different roles in society at this age Explore self likes and dislikes Explain how each student is different than others Describe individual uniqueness	Describe and value relationships with friends and family
2. Express emotions in constructive ways	2. Express emotions in constructive ways
Identify various emotions Explain relationships between emotions and behavior Discuss appropriate and inappropriate behavior in different situations Discuss different ways to express positive emotions	Describe emotional interaction involved with being a family member Discuss skills needed to be an effective family member Discuss ways to control and/or manage behavior

II. The student will develop successful family and social relationships

A. Develop an understanding of family roles and responsibilities

4th	5th
1. Listening and Communication Emphasize the need for listening and communication as a skill needed to be a contributing member of society. Demonstrate the importance of listening to and accepting what others say; and be able to share what they are feeling and thinking. Describe the importance of communicating with parents or other trusted and knowledgeable adult.	1. Listening and Communication Emphasize the need for listening and communication as a skill needed to be a contributing member of society. Demonstrate the importance of listening to and accepting what others say; and be able to share what they are feeling and thinking. Describe the importance of communicating with parents or other trusted and knowledgeable adult.
2. Describe family members and the roles each plays within the family (siblings, extended family members). Name various family structures (single people are also O.K.). Discuss emotional support provided by families and/or close friends; nuclear family. Discuss adjustments which are made in family living as related to the birth of a brother or sister.	2. Understand family units Describe changes which take place in families -- divorce, death, illness, activities, jobs, economy, extended family members influence, step-family

II. The student will develop successful family and social relationships

B. Develop positive attitudes and make responsible decisions about sexual conduct and parenting

4th	5th
1. Understand attitudes about sexual conduct	1. Understand attitudes about sexual conduct
Discuss appropriate ways to express caring and love.	Understand dangers of threats, assaults, approaches from strangers or family members.
Recognize child abuse.	
2. Make decisions about conduct	2. Make decisions about conduct
Learn and use a decision making process	Learn and use a decision making process

Suggested Scope and Sequence of Instruction October 26, 1982

I. The student will understand sexuality

A. The student will understand the biological aspects of reproduction

7th	8th
1. Understand reproductive systems Describe the functions of hormones: Estrogen - from ovaries, breast development, bone structure, changes in uterus, egg development; and Progesterone. Testosterone - from testes, muscle development, hair, voice, sperm production. Describe sex drive; masturbation, nocturnal emission, erection, orgasm, Name the parts of the reproductive systems (male and female) - review of 5th grade, add in new vocabulary	1. Understand reproductive systems Describe effects of hormones: review of 7th grade, add in new vocabulary Review of 7th grade anatomy - add in new vocabulary
2. Understand the development of the fetus Describe normal sperm and egg cell fertilization and cell division. Understand human intercourse. Describe function of the placenta and umbilical cord (food and oxygen to the fetus) Describe physical stages of fetal development at 3 months, 6 months, 9 months.	2. Understand the development of the fetus Review pregnancy List factors which affect development of the fetus (nutrition, tobacco, drugs, age, alcohol). Describe child birth and labor (including pain); Caesarean section, abortion, natural
3. Understand heredity Describe normal cell division - dominant and recessive characteristics, chromosomes.	3. Understand heredity Discuss abnormal heredity related factors - family history, Downs syndrome, cystic fibrosis, Tay-Sacs, PKU, diabetics, RH factor, hemophilia, sickle cell anemia
4. Sexually transmitted diseases Explain transmission, symptoms, complications and treatment of: syphilis, gonorrhea, Herpes Type II	4. Sexually transmitted diseases Explain transmission, symptoms, complications and treatment of: syphilis, non-specific urethritis, lice (crabs), scabies Explain effects of STD on the fetus Explain contraceptives; prophylactics

I. The student will understand sexuality

B. The student will understand sexuality as being an integral part of personality to be respected and dignified

7th	8th
1. Understand and appreciate self and others	1. Understand and appreciate self and others
Define peer pressure	Discuss the value of having respect for others - friends, close friends
Identify personal values	Describe the responsibility a person has to be honest to themselves and to others in society.
Discuss social responsibilities of the various groups with which they are involved.	Discuss how responsibility changes as one approaches adulthood.
2. Understands emotional growth	2. Understands emotional growth
Explain effects of hormones on emotions.	Discuss the emotional effects of an intimate relationship - changes in the relationship creates certain expectations, may elicit feelings of guilt, fear, anger, resentment, depression.
Explain effects of environmental factors on the emotions - family, friends, teachers, religion, others.	Explore reasons why a few teenagers engage in sexual intercourse and why most do not.
Discuss various ways of dealing with emotions to include: sex drive, anger, caring, frustration, sympathy, concern.	Discuss strength of mutual love and caring, respect for self and another, obligations and expectations of mature love.

II. The student will develop successful family and social relationships

A. Develop an understanding of family roles and responsibilities

7th	8th
1. Listening and Communication	1. Listening and Communication
Emphasize the need for listening and communication as a skill needed to be a contributing member of society.	Emphasize the need for listening and communication as a skill needed to be a contributing member of society.
Demonstrate the importance of listening to and accepting what others say; and be able to share what they are feeling and thinking.	Demonstrate the importance of listening to and accepting what others say; and be able to share what they are feeling and thinking.
Describe the importance of communicating with parents or other trusted and knowledgeable adult.	Describe the importance of communicating with parents or other trusted and knowledgeable adult.
2. Understand family units	2. Understand family units
Discuss functions of the family and functions of friends.	Discuss the functions of the family and friends as support persons.
Describe and discuss problems affecting family relationship.	Discuss the ways social groups and peer groups provide avenues for the beginnings of independence.
Discuss the ways social groups, peer groups provide avenues for the beginnings of independence and autonomy as a person.	Describe the responsibility of self to the family unit.
	Describe the adjustments a teenager would need to make if they became a parent.
	Describe parenting as a long term commitment.

II. The student will develop successful family and social relationships

B. Develop positive attitudes and make responsible decisions about sexual conduct and parenting

7th	8th
1. Understand attitudes about sexual conduct	1. Understand attitudes about sexual conduct
Develop respect for self and others.	Develop respect for self and others.
Discuss appropriate expression and control of the sex drive.	Discuss appropriate expression and control of the sex drive.
Describe the influence family, friends and experiences have upon values and social, intellectual and moral maturity.	Discuss the effect of media and the images it portrays sexually of people.
Discuss the effects of the media upon social sexual images.	Discuss sexual exploitation and pornography.
2. Make decisions about sexual conduct.	2. Make decisions about sexual conduct.
Learn and use a decision making process.	Discuss various life styles.
Discuss the customs and expectations surrounding dating.	Use information and feelings about themselves to make responsible decisions.
Use informations and feelings about themselves to make responsible decisions.	Discuss the ways in which the decisions they make reflect their attitudes about others.
Discuss the ways in which decisions reflect their attitudes toward other persons.	Develop standards for controlling sexual behavior - students have choices to make.
Develop standards for controlling sexual behavior - students do have choices to make.	Learn to communicate decisions such that others will understand the message.
Act upon decisions made - learn to communicate their decisions to others such that the message is understood.	Develop an understanding about and a responsibility for family planning. Parenting is a decision to be made and if made can be controlled - methods of birth control and parenting decision.

I. The student will understand sexuality

A. The student will understand the biological aspects of reproduction

10th	

1. Understand human growth and development

   Explain human conception and pregnancy; obstetrics; gynecology.

   Describe normal fetus stages.

   Explain heredity and environmental factors which are linked to birth defects.

   Explain inter-relationship of female body systems needed to support pregnancy.

   Review of 7th and 8th physiology if needed.

   Explain family planning.

2. Sexually transmitted diseases

   Explain transmission, symptoms, complications and treatment of:

   syphilis, gonorrhea, Herpes Type II, trichomoniasis, lice, genital warts.

I. The student will understand sexuality

B. The student will understand sexuality as being an integral part of personality to be respected and dignified

10th

1. Understand and appreciate self and others

   Describe the process used to reassess and reestablish a personal identity as part of on-going adult growth.

   Discuss emotional and social factors which affect one's understanding of who they are.

   Discuss the effects of peers and family on value formation.

   Discuss laws which are related to sexual conduct - state regulations, examinations for marriage, marriage laws, transportation of minors.

   Discuss strength, obligations and expectations of mutual and mature love and caring.

2. Understand emotional growth

   Discuss the many ways we become involved with members of the opposite sex.

   Describe appropriate expressions of caring, tenderness and consideration in relations with others.

October 26, 1982

Suggested Scope and Sequence of Instruction

II. The student will develop successful family and social responsibilities

A. Develop an understanding of family roles and responsibilities

10th	
1. Listening and communication Emphasize the need for listening and communication as a skill needed to be a contributing member of society. Demonstrate the importance of listening to and accepting what others say; and be able to share what they are feeling and thinking. Describe the importance of communicating with parents or other trusted and knowledgeable adult. 2. Understand the family unit Discuss sex related roles and expectations including stereotypes and alternatives to sex role stereotyping. Discuss the role and importance of family and friends. Discuss appropriate ways to gain independence from the family by development of personal interests and becoming responsible for one's self. Discuss parenting as a long term commitment.	

II. The student will develop successful family and social responsibilities

B. Develop an understanding of family roles and responsibilities

10th	
1. Understand attitudes about sexual conduct Discuss sexual exploitation in society - pornography, advertising, clothing, sexual approaches by adults. Explore and discuss obligations, expectations and value of parenting. Understand relationship between intercourse, using birth control, getting pregnant, and being a parent. Discuss attitudes and expectations of sexual relationships. 2. Make decisions about sexual conduct Learn and use a decision making process. Discuss the customs and expectations surrounding dating. Discuss respect for others and for self. Discuss the concept of family planning - birth control, spacing children, adjustments to children. Discuss teenage pregnancy - health of the mother and baby, future responsibilities, social responsibilities. Discuss alternative life styles.	

Evaluation Policies

Evaluation is an important part of any instructional program. It should assess student progress toward desired attitudes, skills and behaviors. Methods and strategies should be appropriate to the age and maturity level of the students and should assess the student in terms of the objectives presented in the Course of Study.

Paper and pencil tests are provided for each of the prepared instructional units. Pre and posttests are suggested to identify areas where students already possess the required knowledge.

Several of the goals of this Course of Study deal with attitudes about self, others and the contents of these units of instruction. Systematic observation of the students with regard to these goals as evidenced by: group interaction, willingness to ask questions, and general attitude should be used. The goals cited in the Scope and Sequence are in behavioral terms, and therefore, also provide you with observable behaviors which can be used as evaluation measures.

Sample letters have been provided to send home to parents prior to instruction. Students who are not permitted to participate in the classroom activities should be assigned other suitable grade level instruction. (See sample letter in the appendix.)

INSTRUCTIONAL GUIDE

**General Tips for Group Leadership

Establishing Group Climate

It is easy to forget that sex education is a controversial and potentially threatening area for most people and that we are asking people to be open and to share something of themselves. Therefore, the leaders must be prepared to extend themselves and to share themselves as an individual as well as a group leader. The tone that is set by the leader can make or break the program.

1) Make people feel welcome and included from the moment they arrive. The leaders should have name tags on and be set up prior to the meeting time in order to greet people as they arrive and to make personal contact with each participant. Handing out name tags; offering refreshments; making informal conversation about the participant's school, community, family, whatever are important for establishing a non-threatening atmosphere.

2) Establish groundrules at the very beginning and reinforce as necessary during the program. Some useful groundrules include:

   a. Everyone is free to participate at their own level. Some people are talkers; some are listeners and others are doers. All have something to contribute to and learn from the group.

   b. Anyone has the "right to pass" during any of the group activities or discussions. You need only share what you feel comfortable sharing.

   c. Everything that is said in the group should remain within the group. The group is a special time to share values and to discuss concerns. Confidentiality is to be respected.

   d. Any question will be taken seriously and treated with respect.

3) Discuss the participants' expectations for the program. After the leaders have introduced themselves and presented the groundrules, it is useful to spend a few minutes discussing the participants' main reasons for attending the program -- what they hope will or will not happen; whether their expectations can be accommodated within the program plan. Addressing participants' expectations and needs early in the program helps to prevent misconceptions, hidden agendas and unrealistic expectations.

** excerpts from: A Decision Making Approach to Sex Education: A Curriculum Guide and Implementation Manual for a Model Program with Adolescents and Parents. U.S. Dept. of Health and Human Services, 1979. pages 29-38.

4) Introductions and warm-up exercises need to be geared to the particular group.

a. Have a sure-fire way of getting started. Since every group spends the first few minutes sizing up the leader, what you say won't be as important as how you say it and will largely determine how you are heard for the rest of the session.

b. If most of the participants already know each other, you can use a warm-up that focuses on learning something new about each group member or communicating about oneself in a group.

c. If the participants don't know each other or there are cliques, you need to use a warm-up that mixes all the group members together and that allows them sufficient time for getting acquainted.

Group Leader Skills

Be aware of personal qualities that can enhance the group process.

a. Participation - leaders should participate in the group process rather than be detached "gods;" it is often wise to have the leaders sit a few seats apart to avoid the power being stacked at one end of the room.

b. Acceptance - all questions need to be considered and answered without put-down (obvious or implied) by the leaders. Since most people do not have access to correct information about anatomy, physiology, sexuality or family planning, the leaders need to take seriously any question or concern, no matter how obvious the answer may be.

c. Humor - there is a lighter side to sexuality; group discussions can be fun. No stand-up patter is required, just the leaders enjoying themselves. Stay away from sarcasm and "cute" jokes about sex, since these tend to create awkward silences.

d. Fallibility - leaders are human beings, though professionals and (hopefully) adequately trained. It is perfectly acceptable to admit a lack of knowledge about an area when someone questions you. Tell them you don't know, but will get them an answer. Ask if someone in the group knows the answer. Do not give out information that you are not sure of; it may be wrong and you may not have the chance to correct it later.

e. Personal disclosure - be prepared before you begin leading groups for the depth of personal information you will respond with, so that questions such as, "how often do you have intercourse?" or "how old were you when you first had sex?" will not throw you. Groups will accept either the truth or an answer that reflects need for privacy in certain personal areas. Group members can generally spot a hedge or phony answer and will tend to mistrust the leader after that.

f. Availability - probably the most valuable time for any group leader is immediately after the group breaks up. Take time to be available for personal questions. At least one leader should stand slightly away from the main body of the group, so that the shy, troubled or embarrassed group member can feel free to approach.

Structured Group Activities vs. Group Discussions

The various activities and exercises included in the models are designed to reach particular learning objectives -- cognitive, affective and attitudinal. Structured activities encourage active participation yet valuable learning also takes place during less structured group discussions.

1) Both adolescents and adults will participate in group activities more willingly and comfortably if the group leader explains the relationship of the activity to the learning objectives for the group. This does not have to be done in a wooden, didactic or gamey way, but can relate to real interests and concerns.

For example, the group leader may ask the group's opinion on how the adolescent males and females act toward each other on one of their favorite T.V. shows and how that compares with their own peers. The leader might then relate this to the film that they're about to see, "keeping in mind what we've just discussed, watch the adolescent couple in this film and see what you like or dislike about their behavior with each other." "What do you think it takes to be honest about your feelings with someone in a close relationship?"

2) Imaginative introductions tend to promote interest in the next activity and create a theme among the activities for that session. In contrast, if the leader uses a dry introduction, "and now we're going to discuss what you like and dislike about adolescents on dates and then we're going to see a film about this," the group is more likely to react as if their opinions don't matter or that they can't bring up the issues that matter to them.

3) It is important to remind yourself that the participants are more important than the curriculum. The various activities are merely tools for reaching particular learning objectives. Sometimes a spirited, spontaneous group discussion will have far more impact than a carefully planned, step-by-step exercise.

Encouraging Group Discussion

It is imperative for the group leaders to facilitate group discussion by processing the activities. Processing involves drawing out participants' reactions to both the content and the process of the activity; making connections between the group's experiences to their real-life experiences; and highlighting or summarizing important points made by the participants.

In generating group discussion, there is a difference between posing interesting, challenging questions or moral dilemmas and asking rhetorical questions or spoonfeeding information. You want a give/take response rather than a teacher/pupil atmosphere. It is best to avoid the syndrome of raising hands and calling on adolescents. Encouraging people to share can best be done by the leader positively affirming others. Adolescents especially watch how you respond to others. If you ignore an adolescent's input or discount their opinion, soon very few of the members will respond.

The leader also needs to be flexible in dealing with different learning styles by: 1) adjusting pacing of activities to energy and moods of group, 2) planning active participation by adolescents/parents, 3) recognizing that there are many alternatives to reaching particular learning objectives, 4) allowing relevant discussions to develop while focusing on the goals of the program and 5) balancing the learning needs of the individual with those of the group.

The following group dynamics issues are also important:

1) Quiet or fidgety group - if the group is very quiet or fidgety it is helpful to determine whether they're bored or involved. Do not be over-quick to break a silence since a group member may be mustering the courage to speak out. It is okay to ask adolescents if they're bored. If they say "yes," find out what bores them and what they need and move on to a relevant topic.

   Are they centered on what's happening or off somewhere else? If they're watching a movie and have good eye contact, they're probably involved. If the information is controversial or anxiety-producing, there may be fidgeting, giggling or moving around. The leader can acknowledge that the subject may be difficult to talk about at first.

2) Noisy or boisterous group - most adolescents have a high energy level, short attention span and a need to move around. It helps to have some outdoor or recreational equipment such as frisbees, basketballs, etc. available for breaks and lunch hour. Everyone has the chance to let off some energy and to relate informally as a group. This is also an excellent opportunity for the leaders to mix with the group members; to elicit informal feedback; and to observe interpersonal behavior.

If the group is very noisy, the leaders sometimes need to separate the vocal members. It helps to make it clear to the participants that they will have to assume the major responsibility for making sure that everyone has the opportunity to talk and to be heard. If it becomes too noisy, the leaders may want to stop and just listen to what the participants are talking about among themselves.

3) Hostility - some group members, occasionally, will take out their personal anger or fear by becoming overtly hostile, using put-downs or laughter against another group member or the leaders. Generally, other group members will deal with the hostile member at some point along the line, but do not become defensive and feed into the hostility. If the put-downs are directed toward a group member's questions, try to rephrase the question, bringing out the kernel of a more appropriate question that is always there behind any "dumb" question.

4) Proper pacing of activities - timetables are great, but if half or more of the group really seems to be getting something out of a particular topic or discussion, it is detrimental to stop. It may be possible to incorporate the objectives for another activity within the current discussion.

If everyone is bored with something like brainstorming, it is best not to continue even if you still have 10 minutes to go. Move on to something else since that is time that can be spent on a topic of greater interest.

Another technique to generate group discussion and to elicit lots of ideas is brainstorming. A leader needs to use this technique judiciously as it can become repetitious and reminds adolescents of school. If the group needs to be drawn out or focused, then brainstorming is useful. Otherwise, leading a discussion using the process points under the specific activity may be more effective.

5) Using the group as a resource for itself - the leader should encourage interaction and exchange among the group members rather than between the leader and each group member. When people ask questions, particularly if the material has already been covered, the leader can turn the question back to the group and ask how they would respond.

It also helps to alternate high-activity exercises with information-giving and to utilize small group discussions to get more participation. Small group discussions allow for informality and spontaneity, but can still have an organization and a purpose. The main advantages are that everyone has a chance to take part; everyone is able to ask questions and to give feedback; and fewer people are overwhelmed by a "group" opinion. When breaking into smaller groups, the leader needs to mix the group members so they are not always with the same people or those people who they already know. Be sure that no one is left out.

GUIDELINES FOR OBSERVATION

People learn in different ways and at different rates. It is usually easier to observe an individual's mastery of concrete information as opposed to changes in values, attitudes or behavioral skills. The following guidelines are to help you evaluate the impact of this program on the group members.

1. Comfort in group

   To set the stage for an effective learning atmosphere, the first session needs to focus on the expectations of the group members for the program and to reduce the level of anxiety that may exist. There may be a certain amount of teasing, telling jokes, using street language, bragging and silence to test what the limits are and what the leaders are like.

2. Different styles of learning

   People learn in different ways. Some people are talkers, some are listeners and silent participants and some are anonymous contributors.

   a. Does the person appear to be more comfortable about voicing opinions and joining in group activities as the program progresses?
   b. Some people who are shy about voicing their opinions in their group may come up afterwards to ask questions or to make suggestions.
   c. Watch for increased discussion among the group members as well as between the group leader and the members.
   d. Some people who are quiet during group discussions may express themselves more openly during concrete group activities.

3. Interest in subject matter

   a. Do the group members ask questions or make comments that are related to the discussion at hand?
   b. Do the group members share examples from their own lives (sharing real feelings is a difficult thing for most people under most circumstances)?
   c. Be alert for hidden feelings and questions. An individual often disguises a question or a personal concern behind a statement.

4. Awareness of self

   a. Non-verbal behavior (facial expressions, body movements, seating in group) offers important clues about participation, but may be misleading.
   b. Many adolescents have a great deal of mental or physical energy and become restless and distracted if confined to one activity for too long.

   c. Do the group members look bored, restless, withdrawn or questioning, attentive and energized? (Remember that many adolescents are not comfortable with direct eye contact and sometimes sit slightly outside the circle if they're feeling shy or excluded, but may still be listening.)
   d. Be aware of what is said, what is not being said and how something is said. (Sometimes refraining from saying something may be just as effective as commenting on everything.)

5. Awareness of others

   a. How do the group members react to different opinions and ways of looking at things? (Recognizing the difference between opinion and fact is a step towards respecting the views of others.)
   b. How supportive or hostile are group members to each other? Many people will criticize or put others down or put themselves down when they're unsure of themselves or uncomfortable in a group.
   c. Acknowledging another person's viewpoint - either through support or disagreement - is a step towards tolerating diverse viewpoints.
   d. Has a group member's behavior in the group changed suddenly - sometimes outside influences such as school, friends, parents, work, etc., may temporarily interfere with a person's ability to be open to learning.
   e. New ideas and ways of expressing oneself usually are absorbed slowly. New skills may not be demonstrated until a later time.

INSTRUCTIONAL GUIDE

4th Grade

TOPIC: Social Relationships

4th Grade

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
Make realistic expectations and avoid frustrations and disappointments when conflicts occur.	Discuss the meaning of expectations. List on chalkboard things students anticipate happening in school the next day. Point out that whether expectations are fulfilled or unfulfilled, people will always have expectations no matter what stiuations they are in and therefore, we will need to form realistic expectations to avoid conflict and disappointment.	
	Show filmstrip "What Did You Expect?" to class.	Filmstrip/Cassette Set 613 HEA A4 HEALTH: DECISIONS FOR GROWTH: "What Did You Expect?"
	Give cardboard patterns of eyeglass frames. Students draw around them to make an imaginary pair of glasses. Have a few students pretend they are a family buying a car. Characters can be members of a family. Each student will pretend to be another person in the family when they put on the glasses. The character's name will be written on the glasses. Students will role play the situation given and try to see things the way that character sees it.	
	Discuss needs people have. Each student will use a magazine to find pictures of people. Talk about what each person in the pictures need or hope to get from those around him. Tell what evidence they see that leads them to that speculation. Arrange pictures on bulletin boards or make a booklet. Use the title, "Everyone Has Needs."	

TOPIC: Social Relationships 4th Grade

CONT. - page 2

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
	Emphasize the we must try to understand different points of view and to express our needs so that we can get the responses we need from other people.	

TOPIC: Family and Peer Group Relationships 4th Grade

DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
Recognize the influence of the family and the peer group on personality development.	Discuss the following questions: -----How much time do you spend alone? What do you like to do by yourself? With your parents? Your sister and brothers? -----Have experiences with your family taught you anything about cooperation and sharing responsibilities? -----What activities do you share with friends? -----Do friends influence your ideas? Your values? -----Would you sacrifice your values in order to belong to a group? -----How do you select the groups you want to belong to? -----How do friends influence your feelings about yourself? -----Do you think groups can help you to better understand yourself and others?	
Express ideas and interests in groups.	Show filmstrip, "Belonging To A Group."	Filmstrip/Cassette Set 155.25 Dis: DISCOVERING YOUR PERSONALITY, "Belonging To A Group."
Be aware of others' feelings and needs.	Write an essay on the group that has influenced you most.	
Develop their talents and encourage others' talents.	Discuss times when students have encountered group pressures and how they dealt with them.	
Deal with group pressure.	Discuss times when ideas of their peers conflicted with those of their parents. How did they resolve these conflicts?	
	How involved should parents become in the lives of young people?	

TOPIC: Listening and Communicating With Others

4th Grade

DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
Use listening and communication skills so that one will be a contributing member of society.	Discuss actions and qualities that go into friendships. Ask: What are people like who are your friends? Why do you think you are friends? How do you know when someone is your friend? Close your eyes and think of a tree. It might be big and full, tall and slender, flowering or fruiting, real or imaginary. Draw your tree on a sheet of art paper. Write "Friendship" in the trunk. On each branch write a word or two that tells one thing you like to do with a friend or a quality you look for in a friend. (e.g. He makes me laugh, shares, a good sport and so forth.) These trees show some things others give us that make our friendships grow. Do you give your friends the same kinds of things? Other things?	Art paper, markers.
	View filmstrip "What Can You Give?" to learn how to become a friend.	Filmstrip/Cassette Set 613 Hea A3 HEALTH: DECISIONS FOR GROWTH, "What Can You Give?"
	Discuss how each of the children in the filmstrip gave something and how others in the class found out. Why is it good to share your interests and abilities? Does it make you happy? Does it make others happy?	
	Tell what you do when you are not getting along with friends.	
	Make a picture story. Fold sheets of paper into three sections. In the first section draw a picture of a person with friends. In the second show the same people when they aren't getting along. In the last section show how the problem is solved. Dialogue may be added.	Paper, pencil, and markers.

TOPIC: Listening and Communicating With Others 4th Grade

CONT. - page 2

DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
	Tell one quality or skill you have and can offer to others. Draw a picture that symbolizes this or choose one word that describes it. (e.g. A fast runner might choose the word "speedy" or a drawing of a runner.)	Paper and markers.
	Make up a play based on sharing their special qualities or skills.	
	Describe the personal benefits of giving to others. Does giving to your friends enrich your life? How?	
	Make "Alone - Together Picture." On a sheet of paper paste pictures from magazines that you like to do when you are alone and when you are with others.	Paper, markers, and magazines.

TOPIC: Recognize Successful Family Relationships

4th Grade

DAY 4

OBJECTIVES	PROCEDURE	MATERIALS
Recognize that each individual has an important, if somewhat different role in the family. Understand the needs and feelings of older and young siblings. Acquire effective methods for resolving sibling conflicts.	Discuss the following questions: -----Why is it important to have a private place of your own? -----How are problems settled in your household? Explain. -----How are problems settled in your classroom? -----Are responsibilities assigned in your family? If so, what are your responsibilities? If not, how are responsibilities handled? -----Do you ever fill in for other members of your family when they cannot do their chores?	
Understand that sibling rivalry is a normal expression of healthy behavioral forces. Recognize that certain family members can act as effective problem solvers.	View filmstrip "Brothers, Sisters, Feelings and You." Discuss the following: How do you feel when you're asked to take care of a younger brother or sister? How do you feel when an older brother or sister has to take care of you? What does this filmstrip show you about family life? What are some of the different feelings that each member of the families experienced? Have you ever felt the same way?	Filmstrip/Cassette Set 301.42 Bro BROTHERS, SISTERS FEELINGS AND YOU.
Realize that many families have similar problems but handle them in different ways.	Write a story about a typical day with your brother(s) and/or sister(s) and tell about the feelings that they experience. If the student has an unresolved problem in the story, ask them to write how they would resolve the situation.	Paper and pencil.

TOPIC: Recognize Successful Family Relationships 4th Grade

CONT. - page 2

DAY 4

OBJECTIVES	PROCEDURE	MATERIALS
Realize that learning to work out problems such as sibling rivalry will help in developing effective problem-solving techniques that will be useful in later life.	Act out a scene that demonstrates one element of sibling rivalry (invasion of privacy, responsibility toward others, friendship, making unfair demands, intruding on siblings' other friendships.) Class may dramatize how the conflict was resolved. Discuss situations in their own homes that often result in conflict and tell how they might resolve conflicts before they reach a crisis point.	

TOPIC: Understand Family Roles

4th Grade

DAY 5

OBJECTIVES	PROCEDURE	MATERIALS
Describe kinds of families and the support provided by families and others in the community.	Using the Scholastic News Poster about "The Family," discuss the kinds of families. Put the poster on the wall or bulletin board. Regardless of the kind of family, they all have certain things in common. There is a special realtionship between the members of a family. They depend on one another. They take care of each other's needs. Types of families: -----Nuclear Family - A man and woman get married, have children and all live under one roof. All their other relatives live somewhere else. -----Extended Family - Mother and father live with their children. So do grandparents and sometimes even aunts and uncles and other members. -----Communal Family - In this family, several families decide to all live together. -----Two Paycheck Family - Mother and father both work. Grandparents often help with child care. -----Single Parent Family - Children live with one parent. This happens when parents divorce, or when one parent dies. Sometimes children split their time between two homes. -----Joined Family - One divorced parent marries another divorced parent. They combine their families. This often means new stepbrothers and stepsisters.	Scholastic News Poster, "The Family."

4th Grade

TOPIC: Understand Family Roles

CONT. - page 2

DAY 5

OBJECTIVES	PROCEDURE	MATERIALS
	View the film "Families."	Film "Families" from Perennial Ed., Inc., 477 Roger Williams, P.O. Box 855, Ravinia Highland Park, Ill., 60035
	Draw pictures of your family.	
	Discuss others who help in the raising of children. (Older children, relatives.); education and caretaking jobs are relegated to nonrelatives (teachers, doctors, etc.), neighbors and other people in the community also share in the process of helping children grow up.	or/both
	Discuss what adjustments need to be made when a brother or sister is born into a family. List these on the board.	Film: "Happy Little Hamsters."

TOPIC: Recognize Feelings and Emotions

4th Grade

DAY 6

OBJECTIVES	PROCEDURE	MATERIALS
Recognize that people are alike in some ways and different in other ways.	Explain the objectives to the class.	
	Pair students for interviews. (Avoid pairing best friends.) One of the pair will be the interviewer. Ask questions to see if his partner is alike or different from himself. Ask these kinds of questions:	
Realize that these differences and similarities are the source of our individuality. Value our own individuality and respect the individuality of others.	-----What do you like to do better than anything else? -----What kinds of books do you like? -----Who do you admire more than anyone else? -----What do you like about school? What do you dislike about school? -----What's your favorite vegetable? -----Name one thing you can really do well. -----What do you like best about yourself? -----What do you want to change about yourself?	Either write questions on board or give each student a paper with questions on it.
	Show filmstrip "Seeing Differences."	Filmstrip/Cassette Set 155.2 Und BECOMING YOURSELF, "Seeing Differences."
	Make a filmstrip on paper or a booklet about yourself. Use topics such as "Games I Like to Play," "What I Do on Sunday," "TV Shows I Like," "What I Like to Eat," "Chores I Have to Do," "Someone I Would Like to Be Like," "Things My Family Does for Fun." At the end of your filmstrip, make a family portrait. Under each picture drawn, explain it.	Paper for filmstrips.

TOPIC: Recognize Feelings and Emotions

4th Grade

CONT. - page 2

DAY 6

OBJECTIVES	PROCEDURE	MATERIALS
Recognize we have feelings of anger, joy, loneliness, satisfaction, failure, nastiness, rejection, happiness, and other emotions. Recognize it is natural to feel these emotions and healthy to express them in nondestructive ways.	Discuss ways people express feelings. Explain that some people express emotions with words and with facial and body movements. Class suggests words that express kinds of emotions. Write them on the board. Ask students to pantomime these emotions and also use emotional gestures. Students may dramatize without speaking how they would react if any of the following situations happened to them: -----It's your birthday and no one remembers it but you. -----You lose a fight and everyone is looking at you. -----You win the first prize of a bicycle in a contest. -----No matter how hard you try, you can't understand how to solve a math problem. -----Ask the class for other situations to dramatize. -----Invite different interpretations of the same situation so that students can realize that there are different reactions by different people.	

TOPIC: Recognize Feelings and Emotions 4th Grade

CONT. - page 2 DAY 6

OBJECTIVES	PROCEDURE	MATERIALS
	Show filmstrip: "Feeling Your Feelings." Ask the following questions: -----Do you ever feel like anyone in the filmstrip? Describe those feelings and tell when you felt like that. -----Are there certain places you like to go when you feel angry? Sad? Happy? -----Do other people know how you feel? Do you wish you could let them know? How can they tell how you feel?	Filmstrip/Cassette Set 155.2 BECOMING YOURSELF, "Feeling Your Feelings."

TOPIC: Understand Personality To Be Respected 4th Grade

DAY 7

OBJECTIVES	PROCEDURE	MATERIALS
Choose behaviors and activities that lead to personal growth.	Make "A Word Picture of Me." List on the board adjectives, positive and negative, and ask the students to list those that best describe them. Have students copy the list from the board and have parents circle those they think best describe their child. Then ask: Do others see you in the same way you see yourself? How are the list alike? Different?	
	View filmstrip "Free to Grow." We've been talking about the special qualities that make you you. These filmstrips show ways some children were special and what they did.	Filmstrip/Cassette Set 613 HEA A4 HEALTH: DECISIONS FOR GROWTH, "Free to Grow."
	Discuss what makes up a whole person. (size, appearance, ability, interests and so forth.)	
	Draw outlines of hands. Put prints of their fingers in the hand outline. Also draw line patterns of their palms on the outline. Cut them out and put on bulletin board under the title, "Just One Part Of Me." Emphasize each perons's uniqueness.	Paper, pencil, ink, stamp pad, and scissors.
	Using a magazine, cut out all the words that tell About your physical self and things you do well. Give each person a sheet of paper and ask them to paste these words in all directions on the paper. In the middle of the paper write your name and add the word "is."	Magazines, paper, glue, scissors, pencil or marker.

TOPIC: Understand Personality To Be Respected

4th Grade

CONT. - page 2

DAY 7

OBJECTIVES	PROCEDURE	MATERIALS
	Referring to the filmstrips, ask which stories come close to something the students have experienced? What was it like when you were afraid, sick, shy, in a new situation where you didn't know anyone? Were you ever asked to do something you didn't know how to do? How did you feel? How did you act? How did others act? Make a chart of problems like those mentioned and how best to handle those problems.	Chart, paper, and marker.

TOPIC: Understand Biological Aspects 4th Grade

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS
Explain physical changes that take place in preadolescent years.	Discussion: Explain that in this unit of study, we are going to talk about the way we grow and the physical changes that occur in our bodies.	
	Write these words on the board and explain their meanings:	
	-----Sexuality - the way being a male or a female affects us and our relationships with others. The first place we learn about sexuality is in the home. Babies are either girls or boys. As they grow, they learn that people around them are men and women or boys and girls. They watch how males and females behave around them in everyday life. Then they learn what is meant by being masculine or femine.	FOR TEACHER: Resource Book: LET'S TALK ABOUT FAMILY LIVING by Kenneth Pack and Jeannine Bower; Standex International Corp., 1980 (Cebco Standard Pub., 9 Kulick Rd., Fairfield, N.J., 07006.
	-----Masculine - Boys and men.	
	-----Feminine - Girls and women.	
	You learn about sexuality first from your family. You learn how parents behave toward one another. You discover how men act and feel from your father and how women act and feel from your mother. You probably played house and imitated your parents. One was the mommy and the other was the daddy. These were your first experiences in learning about sexuality.	For boys while filmstrip is being shown to girls: Films from County Board Office: And/or: Film: 59148-Let's Be Clean and Neat, 11 min. Film: 72009-Alexander Has A Good Day-11 min. Film: 62005-Alexander Learns Good Health-11 min.
	Now let us consider some of the physical changes that occur in boys and girls. At some time, each person begins to change from a child to a sexually mature adult. Many changes take place during that time that a boy becomes a man or a girl becomes a woman.	

TOPIC:

4th Grade

CONT. - page 2

OBJECTIVES	PROCEDURE	MATERIALS
	This time of life when these changes occur is called puberty. Changes of puberty begins at different times for each person. Usually it starts between 9 and 16. That is why some people your age will look older and more physically developed than others. Puberty begins because of the action of a body substance called hormones. These hormones are chemicals that causes our bodies to change. They move from one part of the body to another through the blood system. At the beginning of puberty, the sex glands - testes in males and ovaries in females - begin to produce sex hormones which cause the body to mature physically.	Film: 78004-Clean and Neat With Harv and Marv-14 min. Letter to parents; Inviting them to view film with daughters.
	The filmstrip we will view will explain some of these changes. Show "The Story of Menstruation."	Filmstrip/Cassette Set 612.6 "The Story of Menstruation." Give girls booklets: "The Miracle of You," from Kimberly-Clark, Box 551-MOU, Neenah, Wis., 54956, OR "Growing Up and Liking It," from Personal Products Company, Consumer Information Center, Box 6, GU-J, Milltown, New Jersey, 08850.

TOPIC: Understand Biological Aspects

4th Grade

CONT. - page 3

DAY 8

OBJECTIVES

PROCEDURE

MATERIALS

Emphasize that body changes are personal. Explain that we need to respect others' privacy. Ask questions of parents, teachers, or the nurse. Don't expect other kids to know the right answers. If you have a physical problem and do not feel comfortable explaining it to your teacher, you may feel more comfortable sharing it with the school nurse or someone in the office.

Explain that students have probably seen menstrual supplies in stores, on television, or in their own homes. Explain that many parents have already talked to their children about menstruation, especially if they have older brothers or sisters.

Explain that ideas of masculine and feminine have changes over the years. Whether you are male or female, the important thing is for every person to accept herself or himself, and to recognize our own worth whether we are male or female.

TOPIC: Recognize Child Abuse

4th Grade

DAY 9

OBJECTIVES	PROCEDURE	MATERIALS
Dangerous Strangers. The student will understand the importance of:	Discussion: Children share any advice they have been given by family, friends, and teachers about dealing with strangers. On a chart or chalkboard, list the rules about avoiding problems with strangers. In each session, add rules to remember.	Chart or chalkboard materials. Filmstrip/Cassette Set: 614.8, "Careful With Strangers."
--obeying signs and regulations.	Climate Setting: This should be a nonthreatening and cumulative way to instill personal safety attitudes in children.	
--avoiding shortcuts that can pose risks.	Go over briefly the objectives.	
--calling loudly for help and making noise if accousted.	View the filmstrip "Shortcut To Trouble."	Filmstrip/Cassette Set: 614.8, "Shortcut To Trouble."
--identifying danger areas in their own neighborhood including deserted areas, vacant overgrown fields, etc.	Talk about potential danger spots in the local area. List the shortcut hazards in your area and those mentioned in the film (e.g. alley, flood control channel, park, vacant lot and railroad track.). Discuss ways they can be avoided or made less dangerous and special danger times such as dusk and after dark.	Paper and pencil.
--going into public restrooms alone.	Secure a school neighborhood map or draw a map to mark your own personal safety route between home and school. Mark danger areas in red and safety places such as a friend's or relative's house in green. Compare routes with your friends to see how many buddy arrangements you can make. Take the map home for your parents to see and sign and return it to school.	Red and green markers. Paper.
--playing with children close to their same age.		
--avoiding construction sites.		
--using the buddy system.		

TOPIC: Recognize Child Abuse 4th Grade

CONT. - page 2 DAY 9

OBJECTIVES	PROCEDURE	MATERIALS
	Play a detective game. Pair off in the buddy system and spend a noon hour on the playgrounds trying to see how many names you can learn of children you don't know. Later make a survey of the results. Understand that this is the way bad strangers do to learn children's name so they can pretend to know you. Discuss all the positive uses of the buddy system; at the beach, at the show, in the shopping center, in walking to and from school, church, scouts, and etc. Understand the buddy system is an absolute necessity when going on door-to-door projects such as cookie sales, collection donations or for Halloween "trick or treat." Role play situations to give practice in dealing safely with a stranger who calls a child by name.	

83

84

TOPIC: Recognize Child Abuse 4th Grade

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
Dangerous Strangers.	Briefly discuss the objectives.	
The student will understand the importance of:	Show filmstrip "Sizing Up Strangers."	Filmstrip/Cassette Set: 614.8, "Sizing Up Strangers."
--avoiding enticements which strangers use to lure children.	Role play a similar situation as the filmstrip showed with the teacher asking leading questions to help in the practice of safe behavior.	
--telling parents about questionable encounters with strangers so that police can be altered.	Compose a group letter which each child can copy individually and take home to show parents and other siblings what has been learned about dealing with strangers.	Paper and pencil.
--showing that all strangers can extract personal information from children without their awareness.	Write a short poem and make up a safety limerick such as: -----There once was a girl who forgot That some strangers can be a bad lot So she got in a car And must have gone far For no one has since seen that tot.	Paper and pencil.
--writing down or memorizing license numbers or other unique aspects of a potentially dangerous encounter.		
--seeing that bad strangers look like good strangers.		

TOPIC: Recognize Child Abuse 4th Grade

CONT. - page 2

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
Dangerous Strangers.	Briefly discuss the objectives and define alert.	
The student will understand the importance of:	View the filmstrip, "On The Alert."	Filmstrip/Cassette Set: 614.8 "Sizing Up Strangers," with filmstrip "On The Alert," in Set.
--noticing and reporting unusual circumstances or loitering individuals in their neighborhood.	Discuss the best things to do if unusual circumstances or people are noticed in the neighborhood or on the playground.	
	Answer these questions:	
	-----What precautions should be taken to avoid exposing oneself to personal danger?	
--turning to school officials for help.	-----Who are the adults with whom you can talk?	
--knowing how to handle phone calls when home alone.	-----What are important facts to be remembered and described to authorities?	
--locking doors and not permitting strangers to enter when adults are not home.	-----What should you do if a stranger comes to the house while you are alone?	
--identifying neighbors who can offer assistance.	Make a list of local emergency numbers; e.g., police, operator, fire department, hospital, and etc. Use this material and make a personal chart adding nearby relatives and friendly neighbors. Post the list in a place at home where it could be easily found.	Paper and pencil.
--never going with a stranger without verifying it with parents or adults in charge.	Form small groups and recreate the filmstrip plots.	
--being cautious when dealing with strangers.	Make posters illustrating the various safety concepts seen in the filmstrips. Post them in the school halls, media center and other places children can share in this learning.	Paper, markers, and or crayons.

87

88

"FACTS FOR TEACHERS"

The American Humane Association, Children's Division, Denver, Colorado, reported the following findings in a 1969 comprehensive study of 250 families:

- Sexual abuse is much greater than physical abuse of children.
- Children were subjected to many types of sexual abuse (indecent exposure to incest).
- 41% of sexual offenses were repeated over periods of time from weeks to years.
- Offenders were predominantly males ranging in age from 17 to 68.
- They tended to victimize children of their own race.
- The grandfather type and adolescent experimenter presented as much danger as the molester.
- 75% of the offenders were known to the child and/or the family.
- 27% of the offenders were members of the child's own household - a parent, stepparent, or a mother's paramour.
- 11% were related to the child by blood or marriage, but did not live in the child's household.
- 25% of the offenders were alleged to be strangers.
- Other offenders were friends or acquaintances.
- Median age of victims was 11.
- In 60% of the cases the child was coerced by direct use of force or under threat of bodily harm and in 15% the child was enticed by money or gifts.
- Victims generally came from families with many children.
- Almost one-third were in broken homes with only one parent in the household.
- Many of the families had a host of problems such as phychosocial disturbances of parents and mothers who were child victims themselves.
- Two-thirds of the child victims were found to have been emotionally damaged by the occurence, some severely disturbed.
- Also feelings of guilt, anxiety, fear and rejection were engendered by sexual offenses.

Walt Disney Educational Media Co., Burbank, California, 1975

TEST 4th grade

True/ False

1. When conflicts occur, we must always fight the one causing the conflict.
2. Always be aware of others' feelings and needs.
3. Each person in a family has an important part in that family.
4. When families have problems they all handle them in the same way.
5. All families are alike.
6. It is natural to have such feelings as anger, lonliness, rejection and failure.
7. Physical changes take place in preadolescent years.
8. Children should always avoid strangers who lure them into situations that may be dangerous.

Completion/ Essay

9. Name six types of families.
10. Name at least six emotions or feelings.
11. What does the word "puberty" mean?
12. When does puberty begin with boys and with girls?
13. What is the best thing to do if someone did something to you that you did not like?
14. What are values?
15. Would you change your values in order to belong to a certain group?
16. Give four family rules that some families use in order to have good family relationships.
17. Name some chores that every family has to do.
18. Should members of a family trade chores?

INSTRUCTIONAL GUIDE

5th Grade

TOPIC: Understand Personality To Be Respected

5th Grade

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
Learn the things which make up one's identity. Recognize factors that influence identity. Understand the concept of self-image. Accept one's self as a worthwhile person.	Discuss the following: -----How do you feel about people in your family? -----What are your special interests and talents? -----How do people feel about you? -----Do you want to be popular with everybody or with a few friends? View the filmstrip about self-concept. Ask the following questions: -----Do you enjoy living where you do? Why? -----What experiences do you have with your family, at school and at other places? -----What makes you happy? Sad? -----What kinds of things do you learn from your friends? -----How do friends influence your decisions? Do friends influence you more than parents? -----Have you influenced others? How? -----Do you enjoy being you? Do you enjoy your age? -----Do parents give you enough freedom? -----What responsibilities do you have in your family?	Filmstrip/Cassette Set 301.43 "Discovering Your Personality."

TOPIC: Understand Personality To Be Respected 5th Grade

CONT. - page 2

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
	-----Do you and your parents ever disagree about anything?	
	-----How do you feel about your brothers and/or sisters?	
	-----Does your sex ever restrict you from doing certain types of activities?	
	-----Do your parents want you to be any particular kind of person now? In the future?	
	Make a list of things that comprise self-image.	Pencil and paper.
	Write an essay or story about the person you most admire and why.	Pencil and paper.
	Write a story about your greatest successes and/or greatest failures, including some of the things you learned from those experiences.	Pencil and paper.
	Work the Value Sheet.	* VALUE SHEET: MAKING SENSE OF OUR LIVES, "How Are You Feeling?" Value Sheet at end of outline.

TOPIC: Recognize Feelings and Emotions 5th Grade

DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
Learn that emotions - both good and bad feelings - are a part of being human.	Explain there is a difference between sensations and emotions. Many experiences such as participation in special events, interactions with family and peers, puberty, entrance into a larger world all influence feelings. We need to recognize, accept and talk about emotions.	
Understand the causes and effects of emotions.	View filmstrip.	Filmstrip/Cassette Set 152.4 Dis "Discovering Your Personality - Exploring Your Feelings."
Recognize and accept one's own feelings.	Discuss the following: What do people mean when they say they have butterflies in their stomachs or that they turned red in the face from anger or embarrassment?	
Explore alternate ways of dealing with emotions-talking them out with someone, expressing them, controlling them.	List on the board different emotions. Do family, friends, school, physical changes and so on affect your emotions? How are people's feelings similar and different?	
Develop ability to empathize with the feelings of others.	Explain kinds of fears people have. What are some ways people can deal with their feelings? Is it important to express anger? To control anger? How? How do you feel about expressing affection? Showing people you care? Crying at happy or sad events? Do boys have the same kinds of emotional reactions? Do boys and girls express their feelings differently? What does it mean to put yourself in someone else's shoes?	

TOPIC: Recognize Feelings and Emotions 5th Grade

CONT. - page 2 DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
	Write a description about a strong emotion you have had without naming the emotion. The teacher may read to the class stories or the class may meet in small groups and try to identify the emotion.	Pencil and paper.
	Role play a situation to show how students can hurt other people's feelings without ever realizing it.	
	Example: You are Sarah, a ten year old girl. You have a new friend, a boy, and you like to talk to him. One night your brother answers the phone and announces to the whole family, "Sarah has a boyfriend!" How would you react to that remark? What could the brother have said to ease bad feelings?	

TOPIC: Understand Family Roles 5th Grade

Page 1 DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
Recognize common areas of disagreement between parents and children. Realize the importance of understanding the other person's point of view in an argument. Understand that anger often covers up the more painful feelings of inadequacy and insecurity. Respect individual differences in tastes, values and goals among family members. Realize parents as well as children need to feel appreciated and worthwhile.	Before viewing the filmstrip, explain that the film illustrates some of the causes and remedies for parent-child conflicts. Discuss the following: ----What are some ways that a family would be able to ensure privacy for each of its members? ----Without hurting the other family members' feelings, how would you explain your need for privacy? ----Do you ever avoid discussing private matters with your parents because you feel they won't understand? Explain. ----Can a person live a rewarding life if he or she avoids responsibility? ----Should family members respect and appreciate what is different about one another? ----Why do freedom and independence create problems between parents and children? ----How would you feel if your parents always let you do anything you wanted? Have students make up their own conflict situations between parents and children and act them out for the class. Then students may switch roles and act out a resolution of the conflict.	Filmstrip/Cassette Set 301.42 "What Are Parents For, Anyway?"

TOPIC: Understand Family Roles 5th Grade

CONT. - Page 2 DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
	Organize a student debate on the question of freedom and independence for children.	
	Explain that children will see a filmstrip about people who want to do different things and therefore do not agree.	Filmstrip/Cassette Set 613 Health: "Decisions for Growth, Ways to Agree."
	On the chalkboard write: WHO? WHAT? WHY? WHAT HAPPENED THEN?	Chalk and chalkboard.
	Discuss the pictures in the filmstrip and answer the questions you have listed on the board.	
	Find newspaper or magazine pictures showing people disagreeing. Arrange pictures on the bulletin board and number each. The bulletin board title can be "People Don't Always Agree." Students may study the pictures and write a sentence or two describing what is happening in each picture. Ask pupils what they think people are saying to each other. Suggest that we have different ideas of what is happening and sometimes seeing things differently can cause disagreements.	Newspapers and magazines.
	On a large sheet of paper, have pupils record real disagreements they have had outside of class. Ask what is a way of resolving disagreements (finding out what the other person wants). What can you do to be sure you are listening carefully to another person?	Large paper posted on the board.
	Make a chart of guidelines for good listening and post in the classroom.	Chart paper.
	Make up and act out skits that exemplify careful listening so that they avoid or solve disagreements.	

TOPIC: Changes in Family Units 5th Grade

Page 1 DAY 4-5

OBJECTIVES	PROCEDURE	MATERIALS
Understand family units.	(Extended family members, stepfamilies)	
	Discuss:	
Describe changes which take place in families:	-----How do you behave toward new stepparents?	
--divorce	-----How do you cope with two sets of everything? Houses? Parents? Siblings? Rules? Maybe even religions?	
--death	Explain:	
--illness --activities	-----Grandparents, aunts, uncles and other extended members of families support and even live with the separated or divorced families.	
--jobs --economy	-----Sometimes the extended members of a family live together for the added love, emotional support and care that the basic family can give them.	
--extended family members influence --stepfamily	-----In turn, the extended members of a family give love, emotional support and care, and maybe financial aid to the basic family.	
	Groups that families may join are: Stepfamily Foundations, Duet-Again, Living in Step, and others.	Check to see if local community has support groups for families with problems.
	Groups that entire families may join are church related or community groups. (Parents Without Partners)	

TOPIC: Changes in Family Units 5th Grade

CONT. - Page 2 DAY 4-5

OBJECTIVES	PROCEDURE	MATERIALS
	Make a list:	Paper and pencil.
	-----I get along well with my parents when.... -----I get along well with my brothers and/or sisters when.. -----I tell my parents about the things I do like..... -----My parents are interested in what I do like .... -----My parents let me do what I want for example .... -----My parents preach to me... -----I can talk to my parents freely about anything, even sex ..... -----I do my share of the work at home .... -----My parents expect too much of me .... -----My family is the way I like it	On a separate sheet of paper make a list numbered 1-10. Do not put name on paper. Make check under heading Always Never
	Hand in lists, mix them up. Give lists out to class. How does your own list compare with the one filled out by another person?	Hand in paper. Mix papers up. Hand out to different persons. Compare answers to your list.

TOPIC: Changes in Family Units   5th Grade

CONT. - Page 3

DAY 4-5

OBJECTIVES	PROCEDURE	MATERIALS
	(Illness, activities, jobs)	
	Activity choices:	
	-----Discuss when is an activity work and when is it play in the family unit? Can the same activity be both work and play?	
	Show filmstrip.	Filmstrip/Cassette Set 128 "Why Do We Work and Play" X230A
	List activities on chalkboard and students tell whether they are work or play.	
	Discuss what kind of work they might want to do when they are adults and what play activities they would enjoy.	
	(Death)	
	Show filmstrip on death. Explain that it is just a natural occurance in life. It has been going on since time began and it will happen to everyone in time regardless of who we are. Death is a nature's way of controlling population of all kinds of life. Reasons people die are:	Filmstrip/Cassette Set 128 "Death" X230F
	-----illness	
	-----accident	
	-----age, etc.	
	Explain that as a family member, we may feel grief, but we can encourage each other to go on living our lives and not dwell on death.	

TOPIC: Changes in Family Units 5th Grade

CONT. - page 4

DAY 4-5

OBJECTIVES	PROCEDURE	MATERIALS
	(Divorce)	
	Explain that divorce and separation occurs in families.	FSCS "When Two Divide"
	Watch and listen for reasons why the divorce occured.	
	Show filmstrip.	
	Discuss after filmstrip that both sad and guilt feelings happen to all members of the family, especially the children. Most people finish the grieving and reach the recovery phase by about two years, if they let themselves experience the pain. There is also anger on the part of the children towards the parents. The parents have angry feelings toward each other.	These are books students may want to read. They are available in the library:
		Boys and Girls Book About Divorce by Gardner, M.D. Richard, 1971, Bantan Gr. 5 and up.
		A Look at Divorce, Purnal, Margaret, 1976, Lerner Pub., Gr. 3-6.

TOPIC: Understand Biological Aspects 5th Grade

DAY 6-7

OBJECTIVES	PROCEDURE	MATERIALS
Explain physical changes in puberty.	Discussion: In this unit of study, we will be talking about the ways we grow physically, how our body changes, and how new life begins.	Resource Book:For Teacher "Let's Talk About Family Living," by Kenneth Pack and Jeannine Bower. Standex International Corp., 1980. (Cebco Standard Pub., 9 Kulick Rd., Fairfield, N.J., 07006.
Learn about the reproductive system.	Write these words on the board and explain their meanings:	
Describe fertilization.	-----Sexuality - the way being a male or a female affects us and our relationships with others. We first learn about sexuality in the home. Babies are treated as either little girls or little boys. As they grow, they learn that people around them are men and women or boys and girls. They learn what is masculine or feminine by watching how males and females behave around them in everyday life.	
	-----Masculine - male or boy.	Resource Book: "Education for Sexuality"by Burt and Brower, 1970, W.B. Sanders Co.
	-----Feminine - female or girl.	
	You first learned about sexuality from your family. You watched how parents behave toward one another. You discovered how men act and feel from your father or another male and how women act and feel from your mother or another woman.	
	Explain: At some time, each person begins to change from a child to a sexually mature adult. Many changes take place during the time that a boy becomes a man or a girl becomes a woman. This time in life when these changes begin is called puberty. Changes of puberty begins at different times for each person.	Speaker: Linda Brower, M.S. Instructor Health Ed., Ohio State University.

TOPIC: Understand Biological Aspects 5th Grade

CONT. - page 2

DAY 6-7

OBJECTIVES PROCEDURE MATERIALS

It usually starts between 9 and 16. This is why some people your age look older and more physically developed than others. Puberty begins because of the action of body substances called hormones, which are chemicals that causes our bodies to change. They move from one part of the body to another through the blood system. At the beginning of puberty, the sex glands - testes in males and ovaries in females - begin to produce sex hormones which cause the body to mature physically. In boys, hair begins to grow on the face, under the arms, and around the penis and testes areas. Shoulders become broader and muscles get bigger. The voice becomes lower and may seem to get out of control. In girls, puberty usually begins at a younger age than it does for boys. Her ovaries produce estrogen which is a female sex hormone. Hair starts to grow under the arms and near the vagina. Breasts get larger and hips wider. Egg cells in the ovaries are beginning to mature.

View filmstrips that explain menstruation, fertilization and reproduction.

Discuss the effect of hormones on emotions.

Normal emotions are:

-----happiness

-----depression

-----hate

-----love

-----fear

-----anger

-----loneliness

Filmstrip/Cassette Set: "The Magic of You," Marsh Films, #1181.

Filmstrip/Cassette Set: 612.6, "There's A New You Comin' for boys and There's A New You Comin' for girls."

We suggest:
Show girls' filmstrip to boys.
Show boys' filmstrip to girls.

DAY 6-7

OBJECTIVES	PROCEDURE	MATERIALS
	Behaviors related to emotions are:	
	-----getting easily upset	
	-----shyness	
	-----showing off	
	Make a picture illustrating constructive and destructive ways of controlling or expressing these emotions. Role play skits about emotional control.	Paper, markers.
	Explain these concepts:	
	-----Although the growth and development pattern is the same for each person, the rate of the growth may be different.	
	-----Quite often girls are taller than boys at some time, but boys catch up later.	
	-----Hormones are responsible for changes in appearance in boys and girls as they grow into adulthood.	
	-----Menstruation is a normal, healthful function which indicates a girl is becoming a woman who will be able to bear children.	
	-----The creation of a new life is one of the most wonderful acts of nature.	
	-----Parenthood is a privilege and a responsibility.	

DAY 6-7

OBJECTIVES	PROCEDURE	MATERIALS
	-----Each new life begins with the union of a single sperm from the father and a single ovum from the mother.	
	-----A baby lives and grows inside a mother until it is ready to be born.	
	-----Form favorable attitudes toward oneself, others, family living and reproduction.	
	-----Always seek reliable sources for information pertaining to sex and sexuality.	

TOPIC: Making Decisions 5th Grade

DAY 8-9

OBJECTIVES	PROCEDURE	MATERIALS
Recognize that human development is physically, mentally, socially interrelated.	Keep a "suggestion" or "problem" box in classroom for students to use anonymously.	Box on wall or door.
	Write brief essays on "The Kind Of Person I Would Like To Be When I Am An Adult."	Pencil and paper.
Understand that positive attitudes and responsible decisions about sexual conduct and parenting are made carefully and thoughtfully.	Make a list of things you can do to show you can assume more responsibility. Things such as: ----pets and their care ----doing chores ----babysitting jobs, etc.	
Recognize that sexual maturity comes gradually with growing up.	Teacher, along with the students, make a list on chalkboard of what makes up an ideal family. Is there an ideal number in a family? Who are the members of an ideal family?	Chalkboard and chalk.
	Counselor from Guidance Center: Explain ways for showing respect and love for members of family and friends before showing film about child abuse.	Film: "Who Do You Tell." from the Guidance Center Counselor or Speaker from Guidance Center to present film.

TOPIC: Making Decisions 5th Grade

CONT. - Page 2 DAY 8-9

OBJECTIVES	PROCEDURE	MATERIALS
Make decisions about conduct. Learn to use a decision making process. Recognize and understand the five basic steps to making good decisions. Understand that making decisions regarding conduct is one of the most important aspects of an individual's life. Use the knowledge gained from all the influences, such as: ---church ---school ---family ---other relationships to help make good decisions on conduct.	List the five steps to good decision making: ----state the problem you have to decide about ----collect facts and possibilities ----find possible solutions ----sort out all the information ----make a decision - the best decision for you. Work in groups of 4 or 5 people, or groups of 10. ----Solve problems such as: being invited to two parties on Saturday. Which invitation shall I accept? ----My boyfriend or girlfriend wants me to go steady, should I? ----Is it all right for a girl to ask a boy for a date? ----Is 5th grade too soon to go to parties? What kind of parties? ----Shouldn't 5th grade boys and girls have both boy/girl friends?	Group students by: Counting Pass slips with symbols such as: ---animals ---flowers ---cars, etc.

OBJECTIVES	PROCEDURE	MATERIALS

Students keep personal journals of thoughts and activities by day, week, etc.

Notation:

Keep non-moralizing, non-judgmental atmosphere. (It allows students to open up, admit uncertainties.)

If you assert yourself on a position or an issue, make it clear that your assertions are your personal ideas, informed by maturity, and knowledge, but still only yours. You might say, "I believe XYZ," and I would hope you would come to believe that too, but I respect your right to have your own beliefs.

When students respond, say: "I appreciate having and hearing your views and feelings."

HOW ARE YOU FEELING?

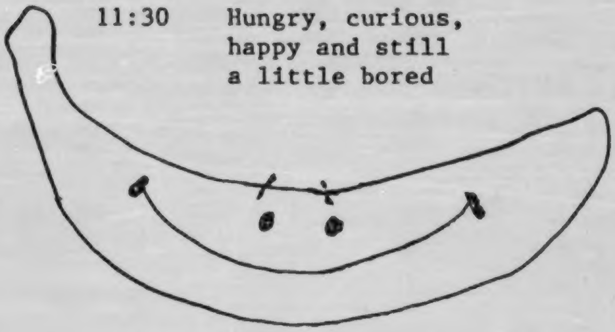
Work alone:

Are you usually aware of how you are feeling?
You might try this:

1.

Every 15 or 30 minutes for the next few hours stop what you are doing and write down what feeling you are experiencing. You might just make a list like this:

10:30	Bored
11:00	Bored and angry
11:30	Hungry, curious, happy and still a little bored



Now sit with others and talk about the above questions.

Use the focus group rules: One person speaks at a time. Others sit quietly while that person talks. When the speaker is finished, he or she gives the focus to another person.

2.

After you have done this, look back at your list and see what you can say about your feelings. Are they usually like this?

3.

How did you feel while doing this project? Did you learn or discover anything about yourself?

4.

Is there anything that you would like to do differently so that you might feel differently tomorrow? What? Will you do it?

FOLLOWUP

If you decide to do something differently so that you will feel differently, try it and write about it or tell others how it worked out.

Keep an inventory of your feelings over an extended period of time, just to see what you find out. If you like, share your findings with others.

TEST 5th grade

True/ False

1. Parents and children need to feel appreciated.

2. Our bodies do not change as we grow older.

3. People can learn how to make good decisions.

4. Puberty is the time when a person changes physically from a child to an adult.

5. People should never have bad feelings.

6. Every person is worthwhile and should be accepted.

7. Divorce, death, illness, loss of a job, moving can happen to any family.

Essay

8. List five things that you, as an individual like.
9. Why should family members respect and appreciate what is different about other family members?'
10. How would you feel if your parents always let you do anything you wanted to do?
11. Name six types of family units.
12. Name at least six changes that could occur in a family unit.
13. What are some reasons for divorce?
14. What is puberty? When does it begin for girls and for boys?
15. What is the pituitary gland?
16. Which glands in girls produce female hormones?
17. Which glands in boys produce hormones?
18. When does new life begin?
19. List five steps to good decision making.

INSTRUCTIONAL GUIDE

7th Grade

Resources: (material used for student information)

Pretest, overheads and filmstrips, "Self-Concept: How I Know Who I Am" parts I and II, Sunburst Communications; "Human Reproduction, Third Edition", McGraw-Hill (film); "Human Reproduction 100", Guidance Associates (slides); "The Gentle Art of Saying No: Principles of Assertiveness", part I, Sunburst Communications; and Sexually Transmitted Diseases: An Update", Sunburst Communications, part I.

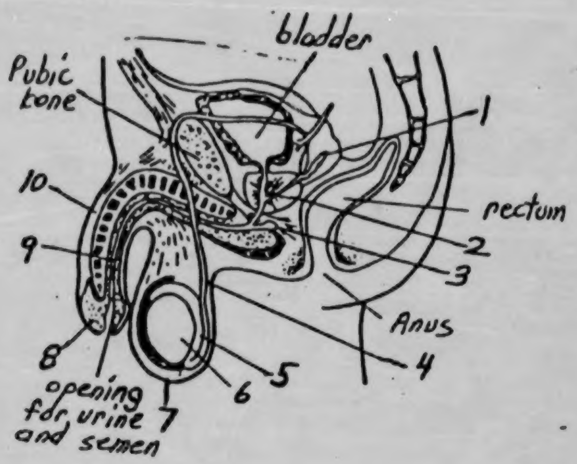
Terms: needed for discussion of sex education (student is responsible for pronunciation and definition of the following terms)

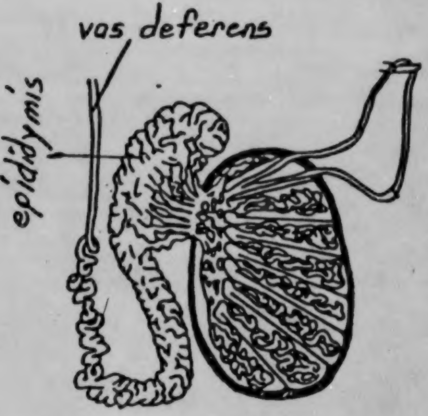
birth defect
breasts
cervix
chromosomes
circumcision
clitoris
contraception
cowper's gland
dominate
ejaculation
embryo
endocrine
epididymus
erection
estrogen
fallopian tubes
fertilization
fetus
foreskin
gene
genitals
gonads
gonorrhea
herpes simplex II
hormones
hymen
intercourse
labia
menstruation
nocturnal emission
ova
ovary
ovulation
penis
pituitary gland
placenta
progesterone
prostate
puberty
recessive
scrotum
semen
seminal vesicle
sexually transmitted diseases
sperm
sterility
syphilis
testes
testosterone
umbilical cord
urethra
uterus
vagina
vas deferens

Course Overview:

I. Overview and Expectations
II. Human Sexuality
III. Male Reproductive System
IV. Female Reproductive System
V. Endocrine System/Puberty
VI. Functional Terminology
VII. Conception to Birth
VIII. Sexually Transmitted Diseases
IX. Self Concept/Family Relationships
X. Gentle Art of Saying No

Place a term from the term sheet on the line who's number corresponds with the proper male reproductive part below.





Male Reproductive System (side view)

(front view)

Inside of Testicle

1. ____________________ 2. ____________________ 3. ____________________

4. ____________________ 5. ____________________ 6. ____________________

7. ____________________ 8. ____________________ 9. ____________________

10. ____________________

Place a term from the term sheet on the line to the left of the statement that it best describes.

____________________ 11. Male organ through which sperm cells leave the body; it also discharges urine.

____________________ 12. Pouch of loose skin that is the protective covering of the male reproductive glands.

____________________ 13. Male sex glands that produce sperm and testosterone.

____________________ 14. Small saclike organs opening into each vas deferens near the upper end of the urethra; they produce part of the fluid that mixes with the sperm to form semen.

____________________ 15. The tube through which urine leaves the male and female and through which semen leaves in the male.

____________________ 16. Reproductive cell from a male.

____________________ 17. The mixture of sperm and fluids that appears at ejaculation.

__________________ 18. Folds of skin which are removed in an operation on the penis.

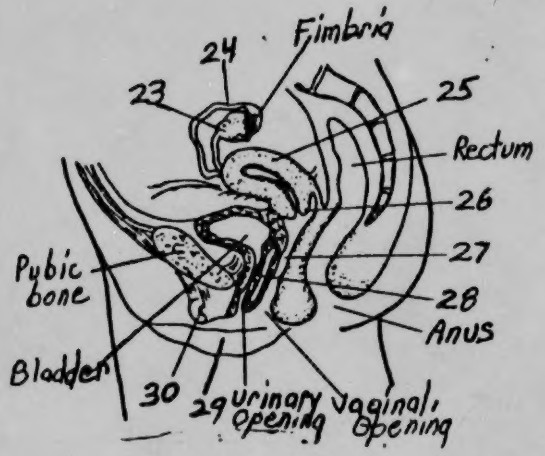
__________________ 19 Tightly coiled tube at the back of each testis where sperm are stored and matured.

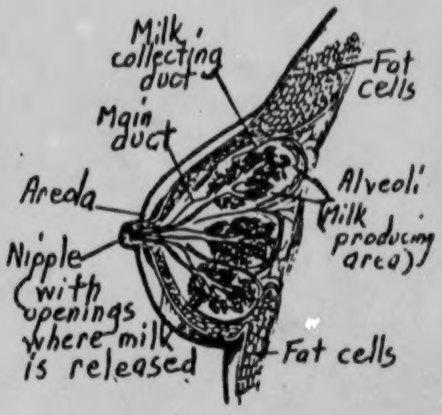
__________________ 20. Duct through which sperm is conveyed from the epididymus to urethra.

__________________ 21. Gland that surrounds the upper end of the male urethra and produces part of the fluid that mixes with the sperm.

__________________ 22. Pair of pea-shaped glands beneath the male urethra that secrete a preejaculatory fluid.

Place a term from the term sheet on the line whose number corresponds with the proper female reproductive part below.


24
Fimbria
23
25
Rectum
26
27
28
Anus
Pubic bone
Bladder
30
29
urinary opening
vaginal opening


Milk collecting duct
Fat cells
Main duct
Alveoli
Areola
Milk producing area)
Nipple with openings where milk is released
Fat cells

Female Reproductive System (side view)

(front view)

Female Breast (internal)

23. ____________________ 24. ____________________

25. ____________________ 26. ____________________ 27. ________________

28. ____________________ 29. ____________________ 30. ________________

Place a term from the term sheet on the line to the left of the statement that it best describes.

____________________ 31. Reproductive cell from a female.

____________________ 32. The passage from the uterus to the outside of the body; birth canal, passageway for menstrual flow, sperm deposited here during sexual intercourse.

____________________ 33. Narrow tube that carry the ovum from the ovaries to the uterus.

____________________ 34. One of a pair of glands in which reproductive hormones and a female reproductive cell are produced.

____________________ 35. The tube through which urine leaves the male and female and through which semen leaves in the male.

____________________ 36. Hollow, pear-shaped organ which holds and nourishes the developing baby. Source of the menstrual flow.(womb)

____________________ 37 Lower part or neck of uterus, opening into vagina.

____________________ 38. Folds of skin surrounding the entrance of the vagina.

____________________ 39. A thin bit of tissue, or membrane, that may partially cover the opening of the vagina.

____________________ 40. Small, sensitive organ in front of the vagina.

____________________ 41. Sensitive woman's organs that supply milk for a new baby.

____________________ 42. A period of roughly 8 years length that usually comes between the ages of 8-18. During this time, both boys and girls undergo rapid growth and physical changes. Reproductive organs become functional and sexual maturity is reached.

____________________ 43. Glands that are ductless and release different hormones directly into the blood stream.

____________________ 44. A chemical messenger that regulates and balances body functions.

____________________ 45. Gland which regulates growth of skeleton; controls release of hormones from other glands.

____________________ 46. Hormone that controls development of female reproductive organs and female characteristics.

____________________ 47. Hormone that controls development of male reproductive organs and male characteristics.

____________________ 48. A mans or womans external reproductive organs.

____________________ 49. A mans or womans internal reproductive organs.

____________________ 50. The removal of the foreskin as a religious rite and today also for cleanliness and health.

____________________ 51. Involuntary release of semen during sleep ("wet dream").

____________________ 52. Discharge or release of an ovum from the ovary.

____________________ 53. The periodic flow of blood cells (lining) of the uterus when fertilization does not take place.

____________________ 54. The enlarged and firm condition of the penis.

____________________ 55. The discharge of the semen from the penis.

____________________ 56. Sexual union of a male and female in which the penis is inserted into the vagina.

____________________ 57. The union of the ovum and sperm.

____________ 58. Hormone that cause the uterine lining to continue its build up.

____________ 59. The many small threadlike structures in the nucleus of a cell that control a cells activities; contains the genes.

____________ 60. Structures or chromosomes that determine hereditary traits.

____________ 61. Refers to the stronger of a pair of traits.

____________ 62. Refers to the weakest of a pair of traits.

____________ 63. A trait or bodily characteristic with which one is born, usually as a result of something which happens to the embryo during its development or birth.

____________ 64. The unborn child developing in the uterus between the 2nd and 8th weeks of life.

____________ 65. The unborn child developing in the uterus after the first 8 weeks of life.

____________ 66. Network of blood vessels and other tissues by which the unborn child is attached to the wall of the uterus.

____________ 67. The ropelike structure connecting the embryo or fetus to the placenta within the uterus.

____________ 68. Any disease that is passed on or transmitted through sexual activity. If not treated, it can spread through the body and be damaging.

____________ 69. Unable to cause conception or conceive.

____________ 70. Any artificial or natural method to prevent fertilization. Birth control.

TOPIC: Classroom Conduct

7th Grade

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
Student will know what conduct is expected of them.	(Students will be coming into this unit with varying expectations, varying amounts of curiosity and/or embarrassment, and at various levels. It is important at the beginning to explain the unit, clarify expectations and begin to set the climate.)	
	I. Clarify the expectations and ground rules that are in effect during this unit.	
	Students not showing proper maturity in dealing with unit will be assigned an alternative assignment	
	Students are free to say anything (when school appropriate) or ask any questions. They also have a right to "pass" and not say anything or answer any questions.	
	Students will participate in class discussions with sensitivity and respect for differing points of view.	
	Students are encouraged to share their class activities with parents.	
Students will know what academically is expected of them.	II. Give a unit sheet to each student.	
	Describe overview of course topics.	
	Talk about the rationale for the course - - how sex and sexuality education can be helpful; how it's important to have clear accurate information; how it is important to look at issues and clarify feelings before making decisions about our sexuality and our relationships.	Unit sheets one/student.

TOPIC: Classroom Conduct and Expectations

7th Grade

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
	Tell students that you are there to guide them through finding the facts, looking at issues, and searching for methods to make decisions. You are not there to give them your opinion or answers to issues; they need to work out on their own.	
Students will know academically what is expected of them and assess their level of knowledge at this point.	III. Introduce the pretest as a way for them to see what is expected of them by the end of the unit and that they souldn't worry if they don't know many of the answers - most students don't at the beginning of the course. Give each student a pretest and answer sheet. Read over directions to the class. Remind them to completely fill out the information at the top of the answer sheet, that you will correct the test to only come up with a class score and a male/female score. (The class seems always interested in finding out which sex did better.) Explain that if they don't know the answer, or if they are mostly not sure, they should not guess and to leave the answer space blank. Collect answer sheets with 7-10 minutes left in class period. Students keep pretest question sheet as a study guide.	Pretests one/student. Answer sheets one/student.
Students will know that the teacher will respect their needs and concerns.	IV. Discuss the use of the "Anonymous Question Box." All questions will be read with the teacher having the option to paraphrase questions as long as the question does not lose its meaning. Duplicates will be sorted out. Closing minutes each day will be used for questions from the "Anonymous Question Box."	"Anonymous Question Box"

Questions should be about any topics covered in the course or any raised from films,overheads, handouts, or any that comes from the students curiosity. Comments can be made on their impression of the unit or suggestions for improvement, and on topics that they want the teacher to be sure to cover.

(Often students have questions about sexuality that they are either too afraid or too embarrassed to ask. They may be concerned that the other students or teacher may think they are stupid, or that it may become obvious that they have had more or less sexual experience that they want others to know about. The anonymous questions technique provides students with a nonthreatening way to ask questions and express feelings. It also can be extremely important in establishing the rapport and trust which is a vital part of the classroom environment for sex and sexuality education. By being open to answering students' questions, by being willing to admit when she/he doesn't know an answer (but committed to finding out), and by being knowledgeable and credible when she/he does know, the teacher models the type of behavior that can make for a successful class. If possible, read questions at the end of the day to prepare for the next days, to sort out duplicates, and to avoid being caught by surprise.)

TOPIC: Understanding Attitudes about Sexual Conduct

7th Grade

DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to describe the difference between sex and sexuality.	I. Ask students the following questions and write all answers on overhead or chalkboard: What are several common meanings of the word "sex?" How is "sexuality" different from "sex?" At what age does sexuality begin?	Overhead or chalkboard.
	II. Introduce and show filmstrip "Human Sexuality: The Lifelong Experience." (17 minutes long)	Filmstrip projector.
The student will be able to tell the difference between the reproductive system and the sexual response system.	Terms from unit sheet mentioned in filmstrip: ejaculation erection gene genitals hormones intercourse menstruation penis puberty sperm vagina mentioned but not on term sheet: masturbation orgasm	Sexuality: The Lifelong Experience.
	III. Discuss questions 1-10 and 12-14 on pages 8-9 of Teachers Guide.	
	IV. Give each student a copy of the worksheet "Sources" to be completed for Day 3.	Worksheet "Sources."
	* A certain term or concept may upset a parent who inturn will base the whole unit on that one term or concept. Masturbation and orgasm are terms which are more likely to fall under this category. At times a teacher may feel they need to say more about a topic than is actually necessary. The level at which that years students are at will decide what needs to be discussed. Masturbation and orgasm are both discussed in the filmstrip (masturbation-frames 69-71 and orgasm 33 and 63). If students desire more information, they will ask.	

"SOURCES"

HEALTH: Sex and Sexuality Education Name ______________________________

As you grow up, you learn about sex from many sources. Books, movies, friends, parents, and teachers are just some of them.

1. In the space below, list some of the people and places you have consulted to learn about sex.

2. Which of the sources you have listed above has been the most truthful?

3. Which of these sources listed above has been the least truthful?

4. What stories that aren't true have you heard about reproduction and birth?

Sometimes getting the facts about reproduction and about sexuality can be difficult. The best people to get the facts from are your parents, teachers, clergyman, or doctor. But even though these people may be able to give you the facts, it's up to you to tell them what doubts, fears, or questions you might have so they can help you. On the back, write down whatever questions you might have. Questions will be chosen to answer and discuss in class. The name of the writer will not be given. (If you would rather not ask the question with your name, please use the red box, or write your questions down and ask your parents.

TOPIC: Awareness of Sexual Attitudes

7th Grade

DAY 3

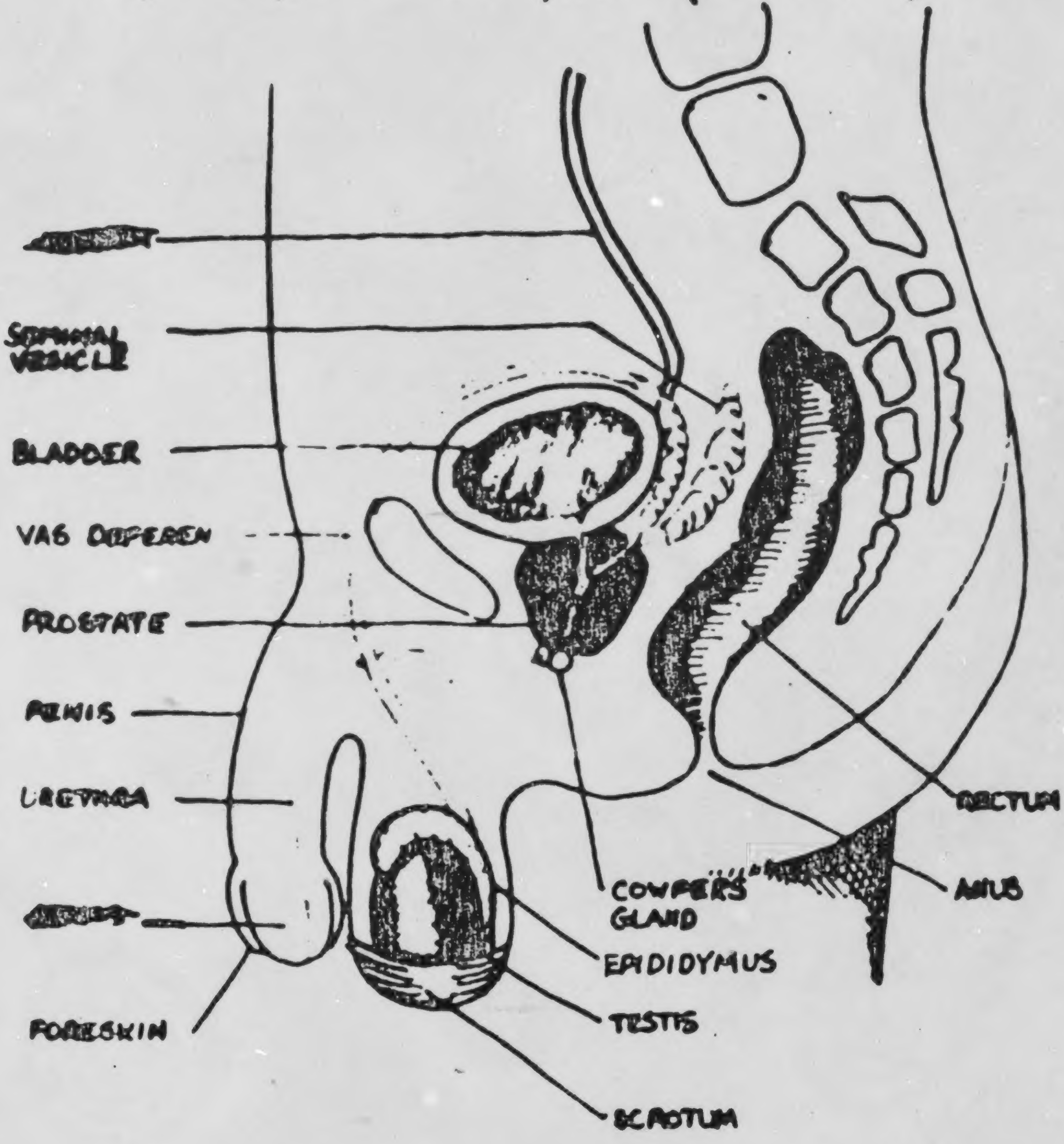
OBJECTIVES	PROCEDURE	MATERIALS
	Discuss the four questions from "Sources" worksheet. Write all answers given verbally on overhead or chalkboard.	Overhead or chalkboard.
	Have students try to think of other questions they may like to ask on the back side of "Sources" sheet. -----Each student needs at least one question.	
Students will identify and become aware of their own sexual attitudes.	Do Activity #2 on page 13 of Teacher's Guide from "Human Sexuality..." (Make sure students keep their questionnaire with the unit's material for later.)	Copies of page 19, "Self-Awareness" Questionnaire.
	Assign activity #4 on page 13 of Teacher's Guide from "Human Sexuality..." (Make sure students keep their questionnaire with the unit's material for later.) -----Questions should be on blackboard.	One/student from Teacher's Guide, "Human Sexuality..."
Students will decide how they can control their sexual behavior, and how to incorporate it into their lives in accordance with their own values and attitudes.	"Anonymous Question Box."	

TOPIC: Understand the Reproductive System 7th Grade

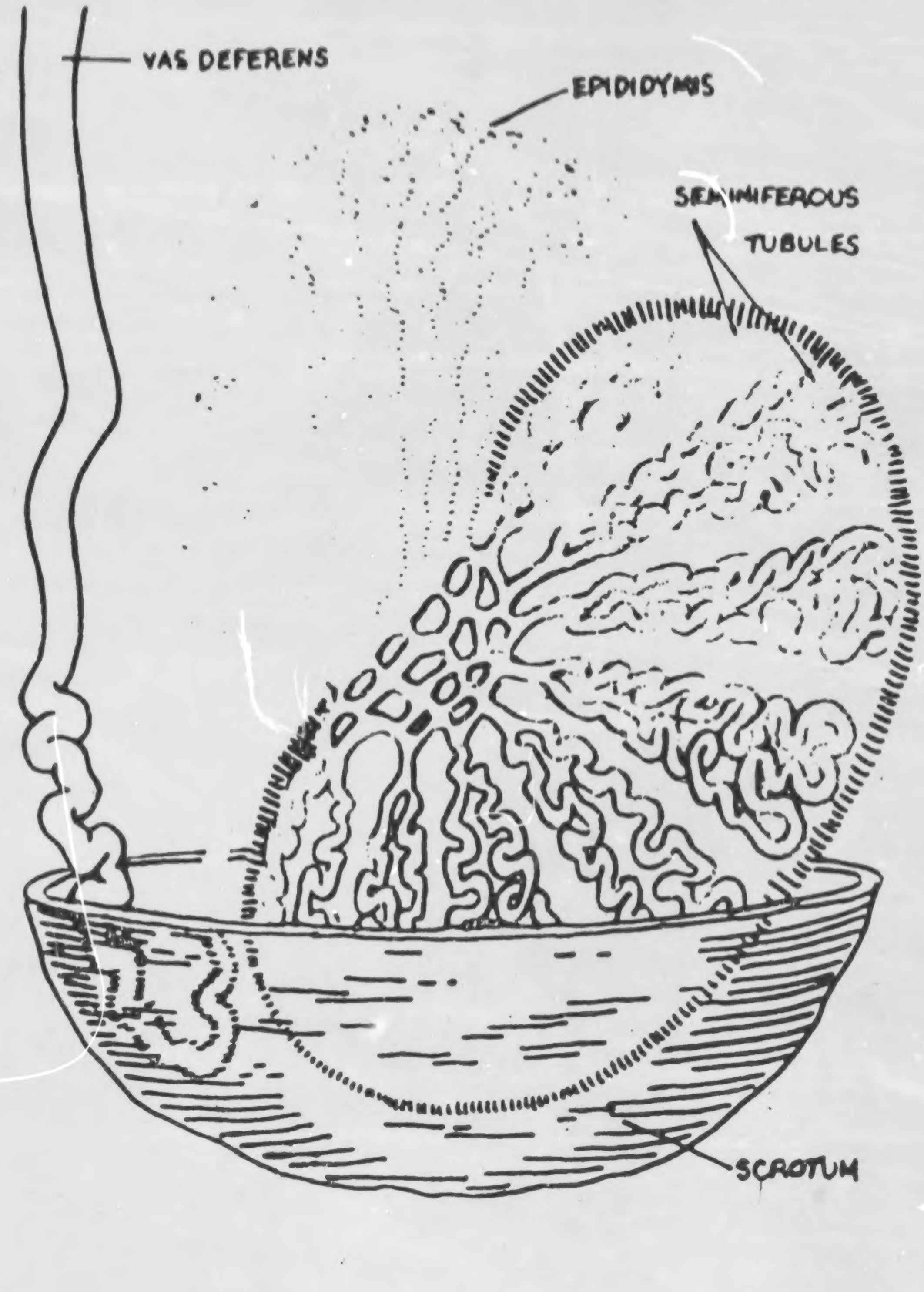
DAY 4

OBJECTIVES	PROCEDURE	MATERIALS
The student will be able to name and describe the following parts of the male reproductive system. (** are review) cowper's gland epididymus foreskin **penis Prostate **scrotum **seminal vesicle **testes **urethra vas deferens The student will be able to define: **semen **sperm	Discuss and describe parts of the male reporductive system using the overheads, pictures and terminology from the pretest. Students are to be correctly labeling their pretests and correctly matching terms with their definitions. Field any questions that the students may have at this point. "Anonymous Question Box."	Overheads of male reproductive system. (side view) and the testis, epididymis, and vas deferens.

Male Reproductive System (Side View)


SEMINAL VESICLE
BLADDER
VAS DEFEREN
PROSTATE
PENIS
URETHRA
FORESKIN
RECTUM
ANUS
COWPER'S GLAND
EPIDIDYMUS
TESTIS
SCROTUM

The Testis, Epididymis, and Vas Deferens

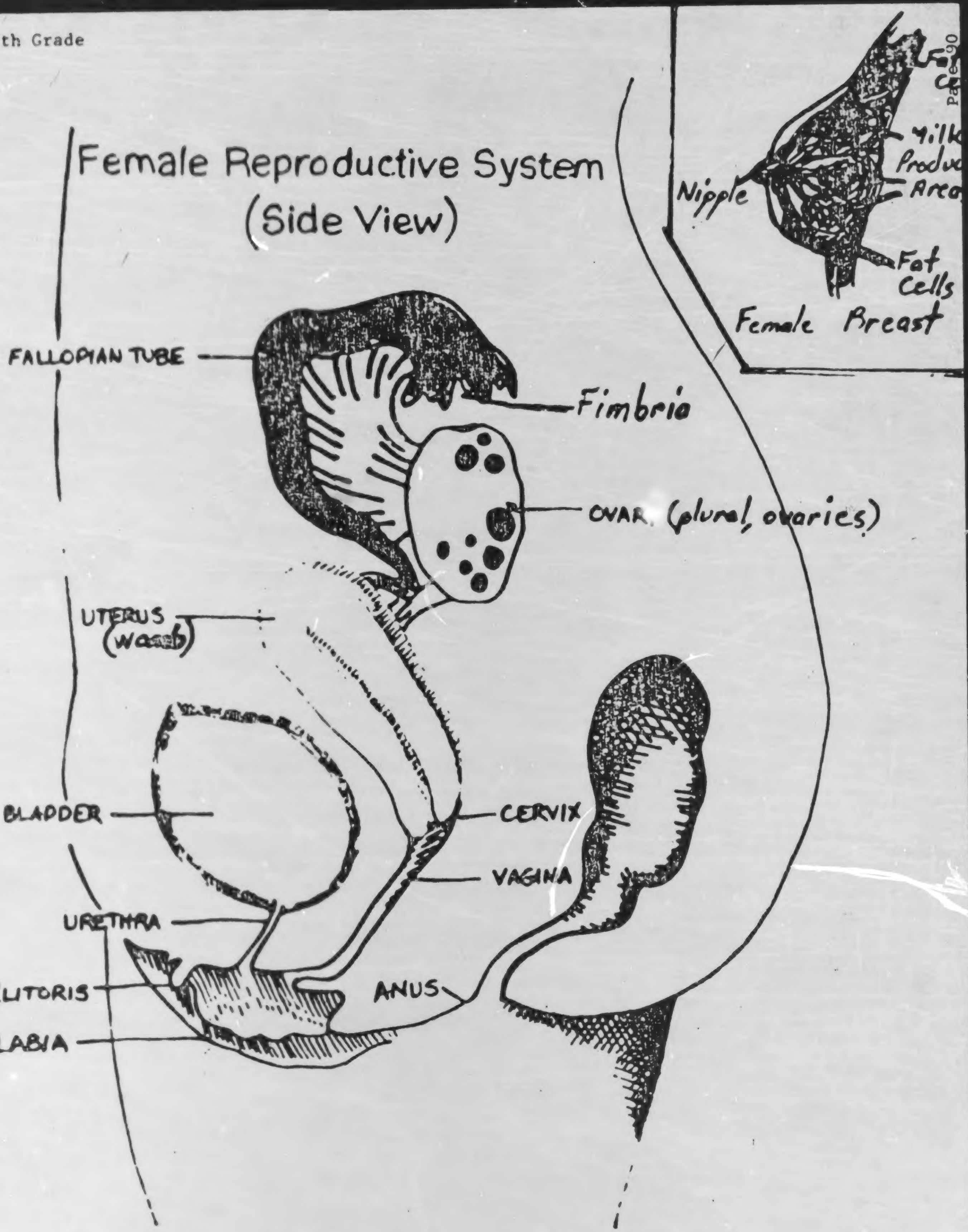

VAS DEFERENS
EPIDIDYMIS
SEMINIFEROUS TUBULES
SCROTUM

TOPIC: Understand the Reproductive System 7th Grade

DAY 5

OBJECTIVES	PROCEDURE	MATERIALS
The student will be able to name and describe the following parts of the female reproductive system. (**are review) breast cervix clitoris **fallopian tubes labia **ovary **urethra **uterus **vagina The student will be able to define: **ova **hymen	Discuss and describe parts of the female reproductive system using the overheads and pictures and terminology from the pretest. Students are to be correctly labeling their pretests and correctly matching terms with their definitions. Field any questions that the students may have at this point. "Anonymous Questions Box."	Overhead of Female Reproductive System (side view) and Breast.

Female Reproductive System (Side View)


FALLOPIAN TUBE
Fimbria
OVAR. (plural, ovaries)
UTERUS (womb)
BLADDER
CERVIX
VAGINA
URETHRA
CLITORIS
ANUS
-VA) LABIA
Fat Ce
Milk Produc
Nipple
Area
Fat Cells
Female Breast

TOPIC: Understand the Reproductive System 7th Grade

DAY 6

OBJECTIVES	PROCEDURE	MATERIALS
Students will make a sketch of the male and female reproductive systems from slides and correctly label them using their own "notes."	Divide class period into 3 equal time slots. During first slot have students sketch slide number 10 (front view of complete male reproductive system, plus bladder, no terms, and correctly label. During second slot have students sketch slide number 21 (front view of complete female reproductive system, no terms, and correctly label.) During third slot show slide number 10 and review terms. Show slide number 11 for answers. Do same with female reproductive system (slides #21 and #22).	Slide set: "Human Reproduction 100," Guidance Associates.

TOPIC: Understand the Reproductive System

7th Grade

DAY 7

OBJECTIVES

The student will be able to define and describe the functions of the following terms:

puberty
endocrine
hormones
pituitary
estrogen
testosterone

PROCEDURE

Ask students what they feel puberty is. Write answers on overhead or chalkboard. Again, accept all answers at this point. Ask what they feel causes puberty.

Discuss the terms puberty, endocrine, hormones, pituitary, estrogen and testosterone using the overhead: "Endocrine System/Puberty."
-----Uncover overhead by parts and discuss accordingly.

Puberty - discuss term. Emphasize that there is no definate time period, starting or finishing time for all, that it varies.
-----Talk about "growing up." Have class define "teenhood" and "adulthood."
-----Ask how they feel about entering or going through puberty? Are they experiencing any new emotions? Are they in a hurry to grow up?

Endocrine/Hormone - discuss terms endocrine, hormone, pituitary, testosterone, estrogen using overhead.
-----Discuss changes that happen in a boy's body as he matures physically. Do the boys notice a change in themselves? Do the girls notice a lot of changes in brothers or male friends?
-----Discuss changes that happen in a girl's body as she matures physically. Do girls notice a change in themselves? Do boys notice a lot changes in their sisters or female friends?

Primary/Secondary Characteristics - discuss from overhead.
-----Ask what are they doing to help themselves "grow up," or speed up the process of becoming an adult?

MATERIALS

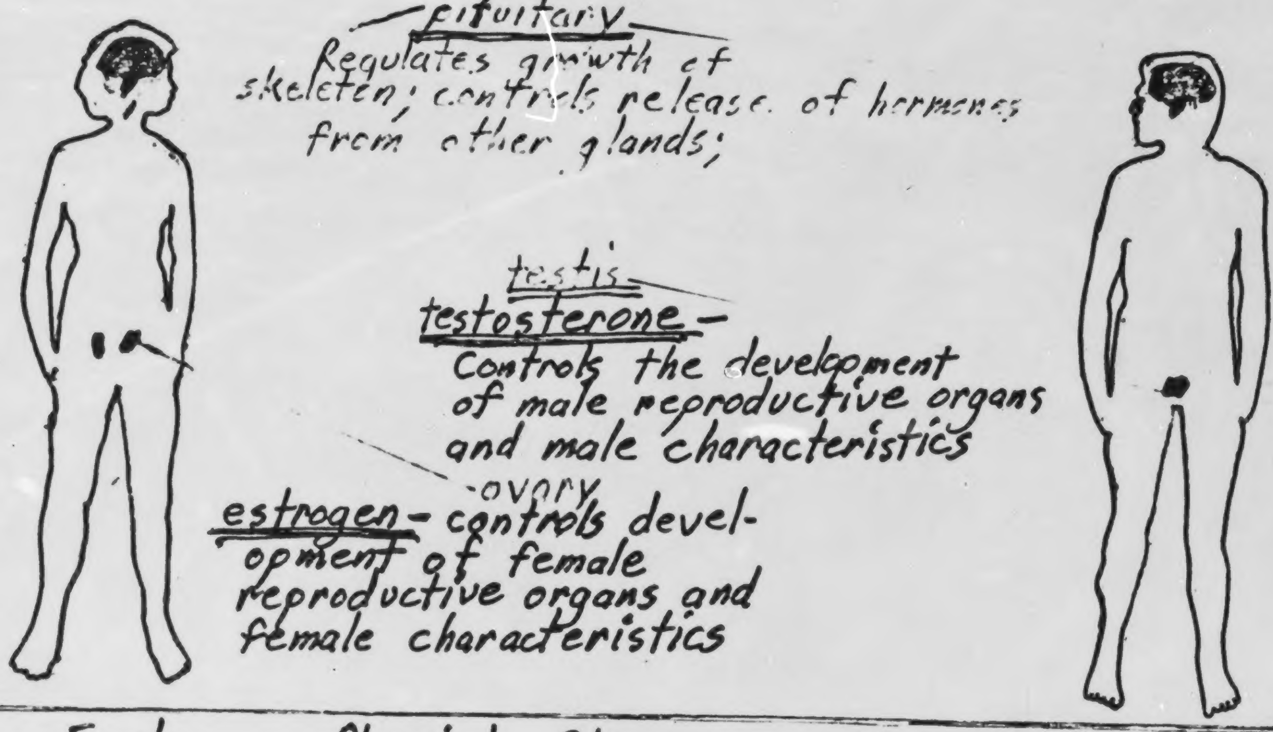
Overhead or chalkboard.

Overhead of: "Endocrine System/ Puberty."

Puberty - A period of roughly 8 years length that usually comes between the ages of 8-18. During this time both boys and girls undergo rapid growth and physical changes. Reproductive organs become functional and sexual maturity is reached.

Endocrine - glands that are ductless and release hormones directly into the bloodstream.

Hormone - a chemical messenger that regulates and balances body functions



Regulates growth of skeleton; controls release of hormones from other glands;

testosterone - Controls the development of male reproductive organs and male characteristics

estrogen - controls development of female reproductive organs and female characteristics

---

Female **Physical Changes** Male

Primary: Size, shape, and function of sexual organs
egg development sperm production

Secondary:

Height and Weight - Spurt in growth, 45 pounds of weight may be gained, girls make gain 6" in height, boys 8" in height

Hair - sprouts under arms, on legs, in pubic area around genitals,

Breasts - enlarge as fat is deposited, mammary glands develop.

Hips - begin to broaden

Face, upper Arms, Abdomen, Thighs Buttocks - femine shape formed as fat increases in these areas

Face - forehead, chin, nose become more prominent, pimples and blackheads may appear.

Chest & Shoulders - deepen and broaden

Voice - voice changes as cartilage in neck grows around voicebox.

TOPIC: Sexuality and the Media

7th Grade

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS
The students will describe the effects of the media upon social sexual images.	Discuss activity #4 on page 13 of Teacher's Guide "Human Sexuality..." as assigned Day 3.	"Human Sexuality" Teachers Guide, page 13, activity #4.

TOPIC: Understanding the Reproductive System 7th Grade

DAY 9

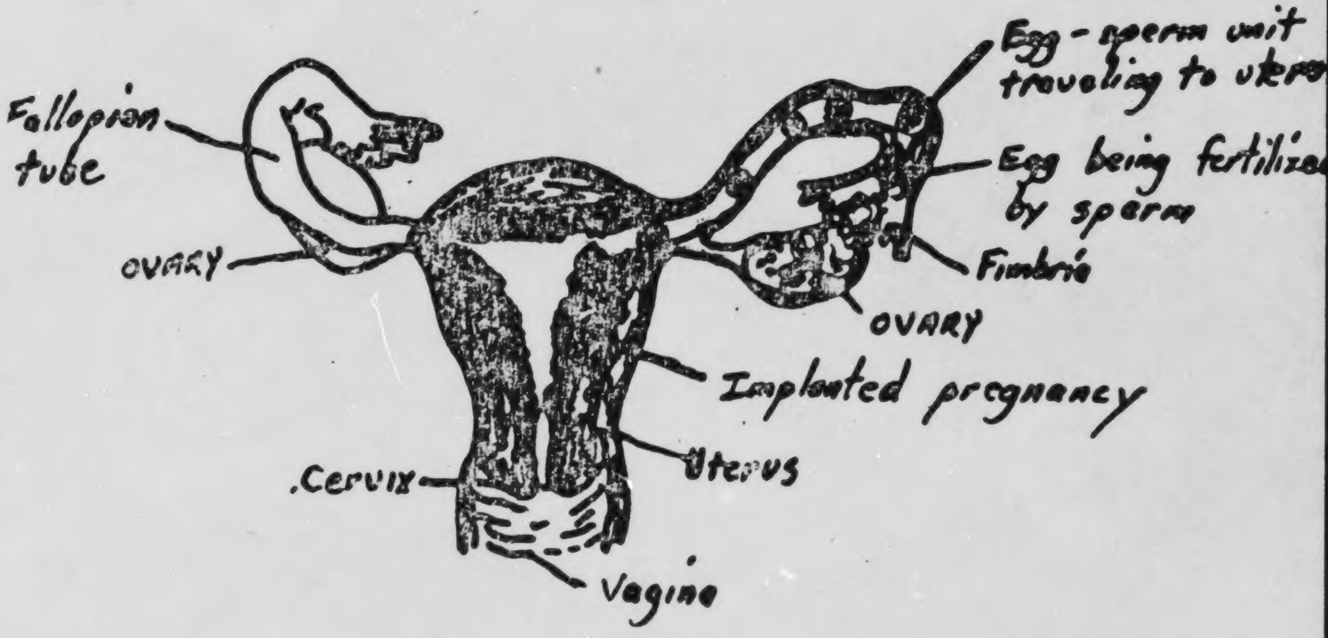
OBJECTIVES	PROCEDURE	MATERIALS
The student will be able to define the following terms:	Discuss the following terms, using the pretest and making sure students are correcting this part of the pretest: -----genitals, gonads, circumcision, nocturnal emission	
genitals gonads circumcision nocturnal emission ovulation menstruation erection ejaculation intercourse fertilization progesterone	Discuss ovulation and menstruation using pretests and overhead on "The Process of Menstruation." -----Tie in terminology from Day 7. Add progesterone.	Overhead: "The Process of Menstruation."
	Discuss erection, ejaculation, intercourse, and fertilization using pretests and overhead on "Conception: How You Become Pregnant." -----Tie in terminology from Day 7.	Overhead: "Conception: How You Become Pregnant."
	"Anonymous Question Box."	

Conception: How A Woman Becomes Pregnant

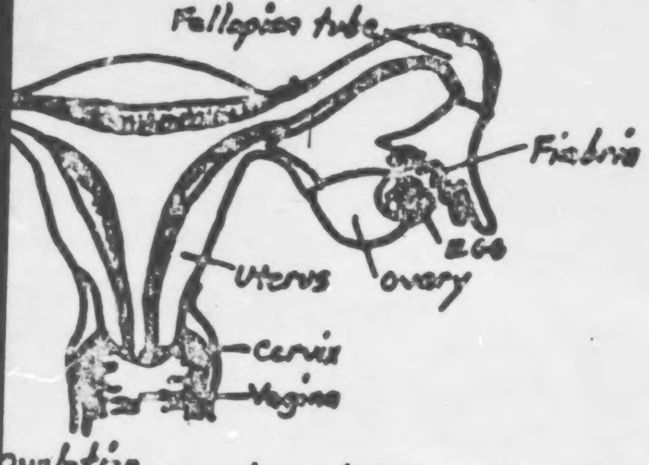
If a woman had sexual intercourse with a man and used no birth control, or a birth control method hasn't worked, or if some semen from a man's penis has gotten close to the lips of the vagina and sperm have swum in, then the sperm will swim up the vagina through the cervical os (cervix) into the uterus and then the fallopian tube. The egg may be penetrated by sperm (fertilization or conception).

The fertilized egg attaches itself to the inner uterine lining or wall and grows for about nine months.

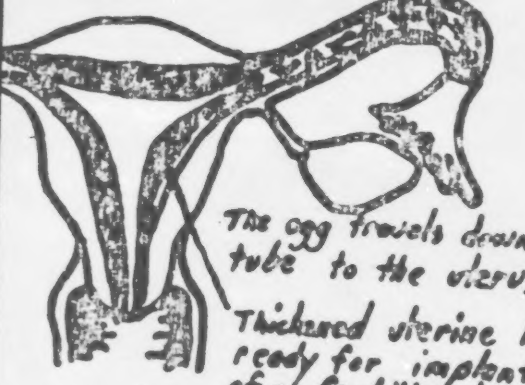
While a woman is pregnant, hormone signals sent to the uterine lining keep it thick and nourishing for the developing fetus. Because the lining is in use, a woman doesn't have a menstrual cycle. Not having a period is one of the signs of pregnancy.


Fallopian tube
OVARY
Cervix
Vagina
Uterus
Implanted pregnancy
OVARY
Fimbria
Egg being fertilize
by sperm
Egg - sperm unit
traveling to uter

THE PROCESS OF MENSTRUATION

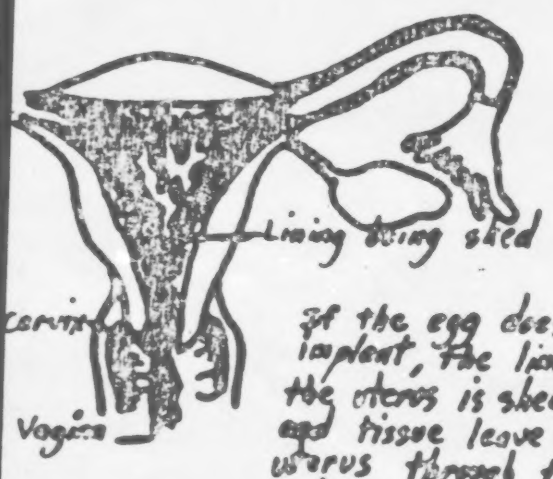


Ovulation
An egg is released from the ovary



The egg travels down the tube to the uterus

Thickened uterine lining, ready for implantation of a fertilized egg



If the egg does not implant, the lining of the uterus is shed. Blood and tissue leave the uterus through the cervix and leave the body through the vagina.

Day 5 - Pituitary gland sends signa
to eggs in ovaries. Some eggs ri
usually on one will mature. Ov
sends out the hormone estroge
to signal your uterine lining to
become thicken with blood an
tissue.

Day 14 - Ripened egg breaks out
of its follicle and rises to the
surface of your ovary [ovulat
(You may feel a cramp or twi
when you ovulate) The egg is
swept into the fallopian tube.
The ruptured follicle produce
the hormone progesterone an
causes the uterine lining to
continue its build up.

If the egg has not been
fertilized (you have not concei
it breaks apart and disintegr
Then estrogen and progestero
signals the uterus to get wea

By Day 24 - They (hormones) have
stopped and the uterine
lining starts to break up.

By Day 28 - The lining has
loosened so much that bits
it start to break off and
come out your cervix and
vagina as menstruation
begins.

Day 1 - First day your period com

TOPIC: Factors which affect the development of the fetus 7th Grade

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
The student will be able to define and describe the following terms: chromosomes genes dominate recessive birth defect embryo fetus placenta umbilical cord	Show whole carousel of 80 slides from "Human Reproduction, 100." Use statements from Teacher's Edition on each slide and add comments as listed below. Field any comments and questions from students as slides progress. #44 - (Photomicrograph of chromosomes) Chromosomes - one of the many small threadlike structures in the nucleus of a cell that control a cell's activities; contains the genes. Genes - Structures on chromosomes that determine hereditary traits. Dominate - refers to the stronger of a pair of traits. Recessive - refers to the weaker of a pair of traits. A dominant characteristic is much more likely to appear in the offspring than a recessive one. For instance, with one brown-eyed and one blue-eyed parent, the chances are that more of the children will be brown eyed, as brown eyes is the dominant characteristic. When a child has parents with dark hair, but is born with red hair, red hair is the recessive characteristic.	"Human Reproduction 100." Carousel projector.
Student will describe physical stages of fetal development.	#59 - Birth Defect - a trait or bodily characteristic with which one is born usually as a result of something which happens to the embryo during its development or birth. Embryo - the unborn child developing in the uterus between the 2nd and 8 weeks of life.	

TOPIC: Understand the development of the fetus and pregnancy 7th Grade

DAY 10

OBJECTIVES PROCEDURE MATERIALS

#63 - Fetus - the unborn child developing in the uterus after the first 8 weeks of life.

#64 - Placenta - network of blood vessels and other tissues by which the unborn child is attached to the wall of the uterus.

#65 - Unbilical Cord - the ropelike structure connecting the embryo or fetus to the placenta within the uterus.

#71 - Recognizably human.
-- 3 inches in length
-- nerves and muscles grow rapidly
-- body becomes sensitive to touch
-- can move, kick, swallow, spread toes, make a fist, turn head, and frown
-- mother does not feel movement (fetus too small)

#72-73 - (at 6 months)
-- fat accumulates under skin
-- fine hair and a white, greasy, protective covering forms
-- can grip hands tightly
-- may open eyes
-- if born now, small chance of surviving

#74 - now ready for birth

"Anonymous Box."

TOPIC: Understand the development of the fetus and pregnancy 7th Grade

DAY 11

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	Watch "Human Reproduction, Third Edition." Discussion questions as outlined by guide. (Basically review)	"Human Reproduction, Third Edition." (film)
	Discussion of the division of the cell after fertilization.	Film projector.
The student will describe the fertilization of an egg a cell division.	- 30 minutes (after conception) = two cells - 10 hours = 4 cells - 2 days = morula (mulberry) "Anonymous Question Box."	

TOPIC: Understand sexually transmitted diseases 7th Grade

DAY 12

OBJECTIVES	PROCEDURE	MATERIALS
The student will be able to explain transmission, symptoms, complications and treatment of:	Ask students what an STD is? Write answers on chalkboard or overhead. Show filmstrip: "Sexually Tramsmitted Diseases: An Update, Part I."	Filmstrip: "Sexually Transmitted Diseases: An Update, Part I."
syphilis gonorrhea herpes type II	Discuss review questions page 7 and discussion questions on page 9. (Students at this point may begin to ask questions about contraceptives. Let students questions guide the depth of discussion.) "Anonymous Questions Box."	Overhead or chalkboard.

TOPIC: Understand the development of self concepts

7th Grade

DAY 13

OBJECTIVES	PROCEDURE	MATERIALS
The student will explain how the self-concept begins to develop at birth and continues to develop through adulthood.	Watch "Self-Concept: How I Know Who I Am, Part I." Discuss questions on page 10. Pass out to each student a copy of self-Concept pp. 8-9. Discuss each with students.	(Filmstrip) "Self-Concept: How I Know Who I Am, Part I." (Sunburst Communications) Self-Concept pp. 8 or 9 one/student from guide.

TOPIC: Understand family roles and responsibilities

7th Grade

DAY 14

OBJECTIVES	PROCEDURE	MATERIALS
The student will explain peer pressure. The student will explain social responsibilities of the various groups in which they are involved. The student will discuss functions of the family and friends. The student will describe problems affecting family relationships.	Show"Self-Concept: How I Know Who I Am, Part II." Discuss questions on pp. 12 and 12 of Guide. Discuss following questions: -----How much influence do parents have on their children. -----How have their relationships with their parents changed in the last few years. -----How does learning to live with brothers and sisters help or hurt maturation. -----What positions do the students hold in their families (oldest, youngest, etc.) and the expectations and and problems involved in each position.	(Filmstrip) "Self-Concept: How I Know Who I Am, Part II." (Sunburst Communications)

TOPIC: Making decisions about sexual conduct 7th Grade

DAY 15

OBJECTIVES	PROCEDURE	MATERIALS
The student will explain how to act upon decisions made and to communicate their decisions to others.	Ask students the following:	"The Gentle Art of Saying No."
	-----What does "sexual maturity" and "emotional Maturity" mean to you? What is the difference?	
	-----What can be done to develop emotional maturity?	
	-----What responsibility and decision making is involved in relation to maturity?	
	Read list of rights that form a basis for self-assertion from page 4.	
The student will develop standards for controlling sexual behavior.	Show filmstrip "The Gentle Art of Saying No: Part I."	
	-----Discuss questions on pp. 9 and 10. Guide.	
	-----Discuss with students six techniques from p. 13 on Guide.	
	-----Other activities can be done depending on time available and level of group.	
	Have students make a decision (written on paper for themselves only) about the part that sexual activity will play in their life? When? With whom? Under what circumstances?	
	-----Have students add standards for controlling their sexual behavior.	

HEALTH TEST:
Sex and Sexuality

7th Grade
Name________________________
Class_________ Key_______

SECTION ONE: Place the letter of the term on the line to the left of the number that corresponds with the proper male reproductive part from Fig. 1, and/or of the statement that best describes it.

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____ 10.

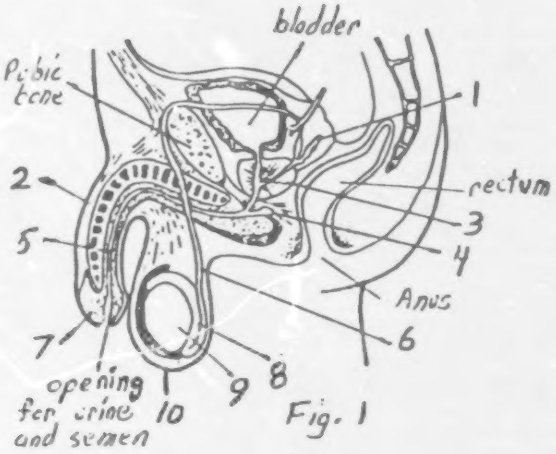


Fig. 1

A. cervix
B. cowper's glands
C. epididymus
D. fallopian tubes
E. foreskin
F. labia
G. penis
H. prostate
I. scrotum
J. semen
K. seminal vesicles
L. sperm
M. testes
N. urethra
O. vagina
P. vas deferen

_____ 11. Duct through which sperm is conveyed from the epididymus to urethra.
_____ 12. Folds of skin which are removed in an operation on the penis.
_____ 13. Gland that surrounds the upper end of the male urethra and produces part of the fluid that mixes with sperm.
_____ 14. Male organ through which sperm cells leave the body; also discharges urine.
_____ 15. Male sex glands that produce sperm and testosterone.
_____ 16. Pair of pea-shaped glands beneath the male urethra that secrete a pre-ejaculatory fluid.
_____ 17. Pouch of loose skin that is the protective covering of the male reproductive glands.
_____ 18. Reproductive cell from a male.
_____ 19. Small saclike organs opening into each vas deferens near the upper end of the urethra; they produce part of the fluid that mixes with sperm to form semen.
_____ 20. The mixture of sperm and fluids that appears at ejaculation.
_____ 21. The tube through which urine leaves the male and female and through which semen leaves in the male.
_____ 22. Tightly coiled tube at the back of each testis where sperm are stored and matured.

SECTION TWO: Place the letter of the term on the line to the left of the number that corresponds with the proper female reproductive part from Fig. 2, and/or of the statement that best describes it.

______ 23.
______ 24.
______ 25.
______ 26.
______ 27.
______ 28.
______ 29.
______ 30.

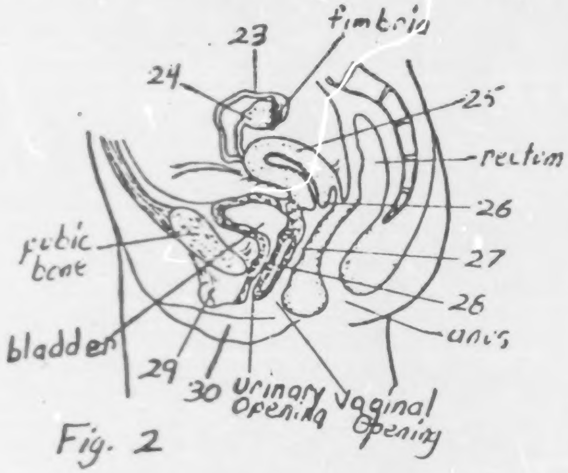


Fig. 2

A. breasts
B. cervix
C. clitoris
D. epididymus
E. fallopian tubes
F. foreskin
G. hymen
H. labia
I. ova
J. ovary
K. prostate
L. urethra
M. uterus
N. vagina

______ 31. A thin bit of tissue or membrane that may partially cover the opening of the vagina.
______ 32. Folds of skin surrounding the entrance of the vagina.
______ 33. Hollow, pear-shaped organ which holds and nourishes the developing baby. Source of the menstrual flow (womb).
______ 34. Lower part, or neck, of uterus opening into vagina.
______ 35. Narrow tubes that carry the ovum from the ovaries to the uterus.
______ 36. One of a pair of glands in which reproductive hormones and a female reproductive cell are produced.
______ 37. Reproductive cell from a female.
______ 38. Sensitive female organs that supply milk for a new baby.
______ 39. Small sensitive organ in front of the vagina.
______ 40. The passage from the uterus to the outside of the body; birth canal, passage way for menstrual flow, sperm deposited here during sexual intercourse.

SECTION THREE: On the line to the left of each statement place the letter of the term or phrase that best completes or describes the statement.

______ 41. A male reproductive organ that is within the body is the: (A) penis, (B) scrotum, (C) testicle, or (D) vas deferens.
______ 42. The process by which semen is discharged from the penis is: (A) erection, (B) ejaculation, (C) urination, or (D) reproduction.
______ 43. Semen is composed of sperm cells and fluids from the seminal vesicles and the: (A) epididymus, (B) prostate gland, (C) scrotum, or (D) urethra.

_____ 44. The enlarged and firm condition of the penis is known as: (A) conception, (B) erection, (C) circumcision, or (D) ejaculation.

_____ 45. Involuntary release of semen during sleep is: (A) fertilization, (B) nocturnal emission, (C) wet dream, or (D) both B and C.

_____ 46. The removal of the foreskin as a religious rite and today also for cleanliness and health is: (A) circumcision, (B) contraception, (C) sterility, or (D) both A and C.

_____ 47. An organ that is part of the male reproductive system is the: (A) bladder, (B) urethra, (C) testis, or (D) both B and C.

_____ 48. An organ that is part of the female reproductive system is the: (A) ovary, (B) rectum, (C) urethra, or (D) both A and C.

_____ 49. The length of the average menstrual cycle is about: (A) 7 days, (B) 14 days, (C) 28 days, or (D) 35 days.

_____ 50. Ovulation is the release or discharge of a mature egg cell from the: (A) cervix, (B) ovary, (C) womb, or (D) vagina.

_____ 51. The menstrual cycle involves the regular building up and breaking down of the lining of the: (A) fallopian tube, (B) labia, (C) uterus, or (D) vagina.

_____ 52. A man's or woman's internal reproductive organs are called: (A) genitals, (B) genus, (C) gonads, or (D) gonions.

_____ 53. A man's or woman's external reproductive organs are called: (A) genitals, (B) genus, (C) gonads, or (D) gonions.

_____ 54. A period of roughly eight years that usually comes between the ages of 8-18. During this time, both boys and girls undergo rapid growth and physical changes. Reproductive organs become functional and sexual maturity is reached during: (A) circumcision, (B) dysentery, (C) fertilization, or (D) puberty.

_____ 55. Reproduction that only requires "one parent" is: (A) asexual, (B) sexual, (C) dominant, or (D) recessive.

_____ 56. Reproduction that requires "two parents" is: (A) asexual, (B) sexual, (C) dominant, or (D) recessive.

_____ 57. Glands that are ductless and release different hormones directly into the blood stream are: (A) endocrine, (B) epidemic, (C) genital, or (D) pubic.

_____ 58. Gland which regulates growth of skeleton, controls release of hormones from other glands is: (A) endocrine, (B) ovary, (C) pituitary, or (D) zygote.

_____ 59. A chemical messenger that regulates and balances body functions is: (A) hymen, (B) hormone, (C) hemoglobin, or (D) herpes.

_____ 60. Hormone that controls development of female reproductive organs and female characteristics is: (A) cortisone, (B) estrogen, (C) progesterone, or (D) testosterone.

_____ 61. Hormone that controls development of male reproductive organs and male characteristics is: (A) cortisone, (B) estrogen, (C) progesterone, or (D) testosterone.

_____ 62. Hormone that causes the uterine lining to continue its build-up is: (A) cortisone, (B) progesterone, (C) testosterone, or (D) none of these.

_____ 63. Union of an ovum and sperm is: (A) contraception, (B) ejaculation, (C) fertilization, or (D) both A and C.

_____ 64. Semen leaves the man's body through the: (A) epididymus, (B) penis, (C) testes, or (D) scrotum.

_____ 65. Sexual union of a male and female in which the penis is inserted into the vagina is called: (A) erection, (B) fertilization, (C) intercourse, or (D) ovulation.

_____ 66. Fertilization usually takes place in the: (A) cervix, (B) fallopian tubes, (C) ovaries, or (D) uterus.

_____ 67. During sexual intercourse, millions of sperm cells are deposited in the female's: (A) cervix, (B) fallopian tubes, (C) uterus, or (D) vagina.

_____ 68. A fertilized egg moves down the fallopian tube and normally becomes implanted in the: (A) ovary, (B) urethra, (C) uterus, or (D) vagina.

_____ 69. The many small threadlike structures in the nucleus of a cell that control a cell's activities; contains genes: (A) chromosomes, (B) genes, (C) fetus, or (D) vulva.

_____ 70. Structures that determine hereditary traits are: (A) chromosomes, (B) genes, (C) fetus, or (D) womb.

_____ 71. Refers to the weaker of a pair of traits: (A) dominant, (B) dormant, (C) recessive, or (D) reclining.

_____ 72. Refers to the stronger of a pair of traits: (A) dominant, (B) dormant, (C) recessive, or (D) reclining.

_____ 73. A trait or bodily characteristic with which one is born, usually as a result of something which happens to the embryo during its development or birth, is: (A) birth defect, (B) puberty, (C) labor, or (D) caesarean.

_____ 74. The period during which a baby develops in a woman's uterus is: (A) conception, (B) fertilization, (C) intercourse, or (D) pregnancy.

_____ 75. In humans, the sex chromosome pattern of a female is: (A) XX, (B) XY, (C) XYY, or (D) YY.

_____ 76. In humans, the sex chromosome pattern of a male is: (A) XX, (B) XY, (C) XYY, or (D) YY.

______ 77. If a woman who is pregnant gives birth to both a boy and a girl, they must be: (A) fraternal twins, (B) identical twins, (C) fraternal triplets, or (D) identical triplets.

______ 78. Identical twins result from the uniting of: (A) one ovum with one sperm, (B) two ova with one sperm, (C) one ovum with two sperm, or (D) two ova with two sperm.

______ 79. Birth defects can be caused by: (A) heredity, (B) environment, (C) poor nutrition habits, or (D) all of these.

______ 80. Two weeks after a fertilized egg becomes implanted it is known as: (A) an embryo, (B) a fetus, (C) a womb, or (D) an amniotic sac.

______ 81. Network of blood vessels and other tissues by which the unborn child is attached to the wall of the uterus and food and oxygen diffuse from mother to baby is: (A) ovary, (B) placenta, (C) "bag of waters", or (D) abdomen.

______ 82. Ropelike structure connecting the embryo or fetus to the placenta within the uterus is: (A) abdomen, (B) amniotic sac, (C) navel, or (D) umbilical cord.

______ 83. Unborn child developing in the uterus after the first 8 weeks of life: (A) an embryo, (B) a fetus, (C) a womb, or (D) an amniotic sac.

______ 84. At birth, the first part of the baby to emerge is usually the: (A) feet, (B) arms, (C) legs, or (D) head.

______ 85. During the first stage of labor, muscular contractions must stretch the: (A) abdomen, (B) cervix, (C) fallopian tubes, or (D) vagina.

______ 86. At birth, the doctor separates the baby from its mother by tying and cutting the: (A) amniotic sac, (B) navel, (C) placenta, or (D) umbilical cord.

______ 87. Unable to cause conception or conceive is: (A) contraception, (B) labor, (C) sterility, or (D) both A and C.

______ 88. Any artificial or natural method to prevent fertilization; birth control: (A) conception, (B) contraception, (C) STD, or (D) fertilization.

______ 89. Birth control methods that are 100% effective are: (A) abstinence, (B) "tying" tubes, (C) pill, or (D) all of these.

______ 90. Sexually transmitted disease which cannot be cured: (A) syphilis, (B) gonorrhea, (C) herpes simplex II, or (D) both A and C.

Name two characteristics of a three-month old fetus.

91.

92.

Name two characteristics of a six-month old fetus.

93.

94.

Tell the three "clues to change".

95.

96.

97.

Name two techniques for asserting yourself when your beliefs and values are on the line.

98.

99.

What is meant by "our self-concept is our own creation"?

Challenge: 5 points (all or nothing, extra credit).

Pretend that you are a parent who has a set of twins, one boy and one girl. At what age would begin to talk with them about sex and sexuality? List topics or items that you feel each should be made aware of and have knowledge of by the age of 13.

Age _________ Why?

Girl	Boy

INTRUCTIONAL GUIDE

8th Grade

"UNIT OUTLINE AND ASSIGNMENT SHEET"

DATE	TOPIC	ASSIGNMENT AND CLASS WORK
	1. Understanding attitudes about sexual conduct.	Watch and discuss in class the filmstrip "Expressions of Sexuality."
	2. Understanding attitudes about sexual conduct.	Do "Attitudes Toward Sexuality," worksheet and discuss in class. Do "Self-Awareness," questionnaire - not to be handed in.
	3. Making Decisions About Sexual Conduct.	Watch and discuss in class the filmstrip "What's Important To You?"
	4. Sexuality and the Media.	Hand in a one page report discussing the following: While watching your usual TV programs for several days, make note of: --What activities do males and females engage in? --How are teenagers depicted? --How often do people act like, or treat others like "sex objects?" --Scenes or commercials designed to arouse sexual feelings in the viewer. If possible, include in your report some examples of magazine ads which use sex to sell their product.
	5. Making Decisions About Sexual Conduct.	Watch and discuss in class, the filmstrip "Making Sexual Decisions."
	6. Understanding the Reproductive Systems.	In class, take a pretest over the reproductive systems, pregnancy and sexually transmitted diseases.
	7. Understanding the Reproductive Systems.	Correct mistakes on pretest in class. Watch the film, "Human Reproduction."
	8. Understanding the development of the fetus. Pregnancy and labor.	Class lecture about fetal development, pregnancy, labor and delivery.
	9. Factors which affect the development of the fetus.	Be prepared to read in class and hand in a two page report on a factor which affect the development of the fetus. You may choose an environmental factor (nutrition, smoking, alcohol, rubella) or a genetically induced disorder (cystic fabrosis, Tay-Sach's Disease, hemophilia, PKU, diabetes, R.H. Factor, sickle cell anemia, Down's Syndrome). Use library resources and March of Dimes resources from teacher.

UNIT OUTLINE AND ASSIGNMENT SHEET

DATE	TOPIC	ASSIGNMENT AND CLASS WORK
	10. Develop an understanding about and a responsibility for family planning.	Answer questions on worksheet Am I Parent Material?" (Not to be handed in.) Class review of birth control methods.
	11. Understanding sexually transmitted diseases.	Fill out charts on STD's as much as possible before class. Finish in class. View filmstrips on STD's.
	12.	Take Unit Exam.

Fill in the blanks using words from this list:

testosterone
estrogen
uterus
vagina
fertilization
labor
placenta
umbilical cord
Downs syndrome
heredity
Caesarian section
abortion
Fallopian tubes
ovary
testis
menstruation

1. In the male, sperm are produced in the ______________________________.

2. The fertilized egg implants itself in the wall of the _______________________.

3. _________________________ is the hormone which causes breast development and other signs of maturity in the female.

4. In the female, ova (eggs) are produced in the ______________________.

5. _________________________ is the hormone which is produced in the male and causes maturation to take place. Signs of maturation are muscle development, growth of body hair and deepening of voice.

6. The channel which leads from the outside of the body to the uterus in the female and acts as the birth canal is called ________________.

7. When the sperm and ova join, ___________________________ is said to take place.

8. _________________________ is the process by which parents pass on characteristics such as eye and hair color to their children.

9. If pregnancy does not occur, the lining of the uterus is shed in a monthly process called _________________________.

10. Fertilization of the ova usually takes place in the ____________________.

11. During pregnancy the organ which provide nutrition and oxygen to the fetus is called the ___________________________.

12. The tube which acts as a "life line" to the fetus is called the ____________________________.

13. Toward the end of pregnancy the uterus begins to contract in an effort to push the baby through the birth canal. This process is called __________________________________.

14. If a baby cannot pass through the birth canal, it can be delivered through surgical incision through the abdominal wall. This operation is called ______________________________.

15. Any interruption in pregnancy which results in the pregnancy being terminated is ________________________________.

16. An example of a condition which is caused by a disruption of the normal genetic pattern and which causes mental retardation is called ________________________________.

Mark T for True and F for False.

8th Grade Pretest

______ 1. The fallopian tubes are firmly attached to the ovaries.

______ 2. The walls of the uterus are made of very strong muscles.

______ 3. The changes in the body that cause the menstrual cycle to occur begin in the pituitary gland.

______ 4. The menstrual cycle occurs about every thirty-five days in the female.

______ 5. In a Cesearean birth the baby is born backward.

______ 6. Gonorrhea is a mild infection that does not need treatment.

______ 7. Herpes infections are caused by viruses.

______ 8. Once a person has had syphillis they can never get it again.

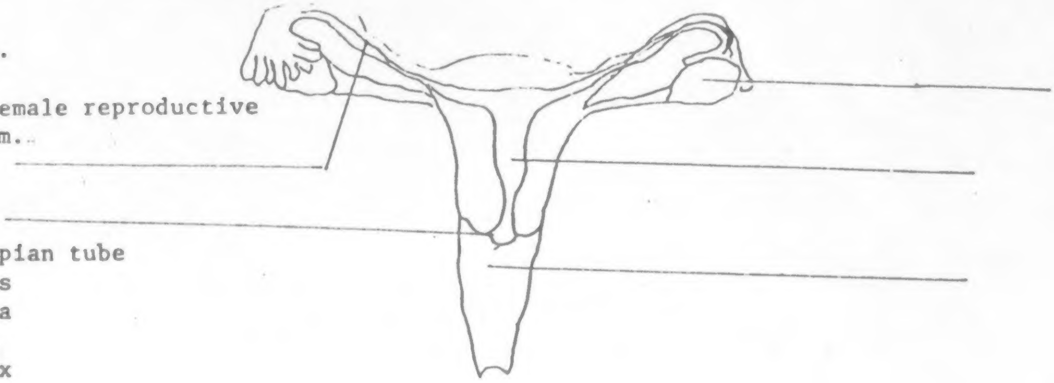
______ 9. There is an immunization shot to prevent all types of sexually transmitted diseases.

______10. Lice can be classified as a sexually transmitted disease.

______11. The placenta keeps alcohol from affecting the baby even if the mother drinks.

LABEL.

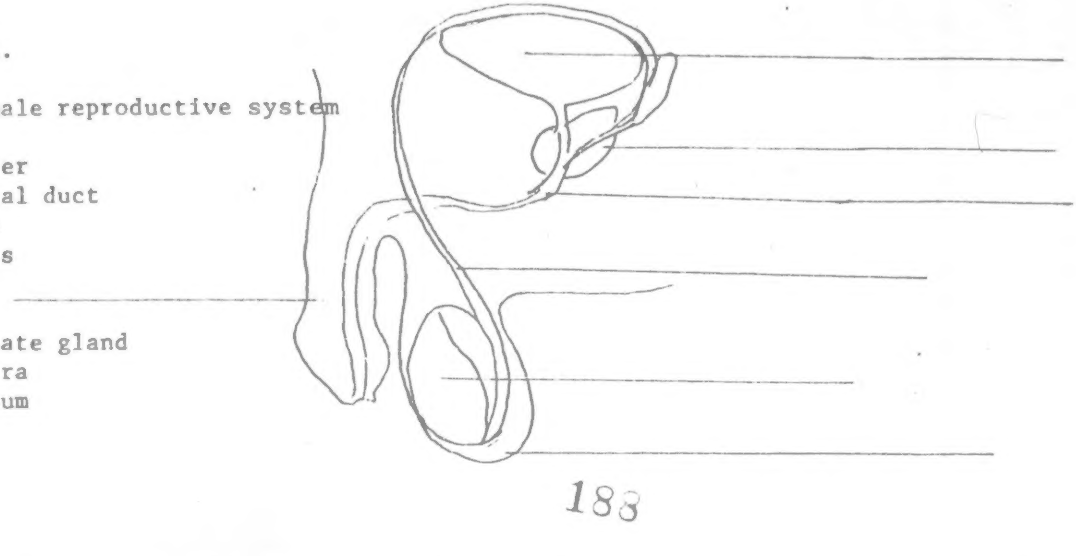
The female reproductive system.



Fallopian tube
uterus
vagina
ovary
cervix

LABEL.

The male reproductive system



bladder
seminal duct
penis
testis

prostate gland
urethra
scrotum

TOPIC: Understanding Attitudes About Sexual Conduct 8th Grade

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting. Understand attitudes about sexual conduct. Develop respect for self and others. Discuss appropriate expression and control of sex drive.	Discussion questions to introduce the subject of respect. -----How do you know if you have respect for yourself? -----Do you do everything someone else suggests? -----Do you frequently do things you wish you hadn't? -----How do you know if you have respect for others? -----Do you frequently interrup when someone else is talking? -----Do you frequently "not hear" what someone else has said? -----Do you frequently make fun of someone else? -----Do you frequently make fun of someone else's decisions? Discuss implications of respecting others during discussion of sexuality and human reproduction. Watch filmstrip and use discussion questions from teacher's guide, pages 9 and 10. Distribute and review briefly the unit outline and assignment sheet.	Filmstrip: Human Sexuality, Part 2. "Expressions of Sexuality," 13 minutes.

TOPIC: Understanding Attitudes About Sexual Conduct. 8th Grade

DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting.	Distribute the ditto "Attitudes Toward Sexuality." Allow students 15 or 20 minutes to answer these. Emphasize that there are no "right" or "wrong" answers. Do not collect these papers. (They will have seen these questions in 7th grade, but did not discuss them.)	Dittos: "Attitudes Toward Sexuality" and "Self-Awareness" Questionnaire.
Use information and feelings about themselves to make responsible decisions.	Discuss how the class felt about these decisions - was it hard to decide? Were they uncomfortable? Encourage discussion of specific questions. (Remind students to respect the opinions of others while developing their own attitudes.)	
Develop standards for controlling sexual behavior.		
	Assignment: Distribute "Self-Awareness Questionnaire." These should be answered by the students privately.	

SELF-AWARENESS QUESTIONNAIRE

1. List some recent activities or experiences that made you feel good about yourself or bad about yourself as a male or a female.

2. List five relationships with people you see often. What part do sexual feelings or attitudes (about male/female roles, for example) play in these relationships?

3. How important is it to you to be attractive to the opposite sex? Are you satisfied with yourself in this area?

4. Have you ever done anything you were ashamed of in order to win approval from a member of the opposite sex?

5. Are you capable of having a close friendship (no sexual relations) with a member of the opposite sex?

6. Are you comfortable with sexual fantasies and daydreams?

7. Are you comfortable being affectionate--hugging, kissing, touching--in non-sexual relationships?

8. What part do your family's values play in your attitudes towards sex?

9. Are you comfortable with yourself as a male or as a female?

10. Can you now make a decision about the part that sexual activity will play in your life? (When? With whom? Under what circumstances?)

ATTITUDES TOWARDS SEXUALITY

Agree	Disagree	
___	___	1. Imagining yourself having sex with a friend or relative is wrong, even dangerous.
___	___	2. Being "masculine" or "feminine" depends on how attractive you are to the opposite sex.
___	___	3. Men who express tenderness and physical affection are sexually normal.
___	___	4. If you're dating someone and have sexual fantasies about someone else, it's the same as being unfaithful.
___	___	5. It is unfeminine to be competitive or assertive with men.
___	___	6. There's nothing wrong with having sexual feelings towards a member of your own sex.
___	___	7. Expressing physical affection (hugging and kissing) for friends and relatives is healthy and normal.
___	___	8. Looking at sexy magazines and masturbating is bad for you.
___	___	9. Males are supposed to take the initiative in sex, not females.
___	___	10. It's okay to persuade someone to engage in sex even if they are reluctant or uncertain.
___	___	11. Males have a stronger sex drive than females.
___	___	12. After menopause, women can continue to want sexual activity.
___	___	13. Once sexual feelings are aroused, it is physically harmful not to release the tension.
___	___	14. There's something wrong with a person who abstains from sexual activity.
___	___	15. Masturbation and intercourse are basically the same thing--ways of relieving sexual tension.

___ ___ 16. Enjoying your own body is part of being sexual.

___ ___ 17. How often a person "scores" with the opposite sex is a good measure of that person's masculinity or femininity.

___ ___ 18. Masturbation is not harmful in and of itself, only if the person feels guilty about it.

___ ___ 19. Sexual feelings begin in adolescence.

___ ___ 20. Engaging in sex after age fifty is a sign of perversion.

___ ___ 21. Parents' values play a part in the formation of their children's attitudes towards sex.

___ ___ 22. Holding hands and necking are okay for young kids, but once you get older you have to have intercourse.

TOPIC: Making Decisions About Sexual Conduct 8th Grade

DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting.	Introduce the filmstrip. Questions: -----What is meant by sexuality? -----How does society's emphasis on sex influence your personal decision? -----How does your self-concept influence your decisions about sex? Show filmstrip.	Filmstrip: "Sexual Values." Part 1 - "What's Important to You?" 13 minutes
Make decisions about sexual conduct.	See teacher's guide page 7 and following for discussion questions and activities.	
Develop standards for controlling sexual behavior.		
	Assignment: While watching your usual TV programs for several days, make notes on the following: -----What activities do males and females engage in? -----How do males and females relate to one another? -----How are teenagers depicted? -----How often do people act like, or treat others as "sex objects?" -----Note scenes or commercials designed to arouse sexual feelings in the viewer. Hand in a one page written report and include, if possible, some examples of magazine ads which use sex to sell their product.	

TOPIC: Sexuality and the Media

8th Grade

DAY 4

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting.	Discuss the effect of the media and popular literature on sexual attitudes. Ask students for examples they have seen on TV shows or in the movies or in advertising.	
Discuss the effect of media and the images it portrays sexually of people.	How do these make you feel about yourself? How do these make you feel about sexuality? (curious? embarrassed? sexually aroused? inferior?)	
Discuss sexual exploitation and pornography.	What is sexual exploitation? (may be able to point out examples of this from media discussion) The use of another person to gratify one's own needs without regard for the needs of the other person. Sexual child abuse, rape. What is pornography? Whose standards? Supreme Court, community or yours? (Optional - guest speaker from the Guidance Center, Project Woman, a lawyer or another "expert.")	

TOPIC: Making Decisions About Sexual Conduct 8th Grade

DAY 5

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting.	Discuss various life styles which people adopt today. Examples: -----being intimate only with "special people" -----promiscuity -----no sex until marriage -----marriage to one partner for life-sexual faithfulness -----marriage with one or both partners being "unfaithful" -----divorce with remarriages -----homosexuality - multiple partners -----homosexuality - one partner committment	Filmstrip: "Sexual Values." "Making Sexual Decisions," part 2.
Learn to communicate decisions so that others will understand the message.	How do people make decisions about their sexual conduct? How do the decisions you make reflect your attitude about other people?	
Discuss ways in which the decisions they make reflect their attitudes about others.	Watch part two of "Making Sexual Decisions." (see t.g. for discussion suggestions) List some reasons young people give to support having sexual intercourse. List some reasons against engaging in sexual intercourse. -----Make a decision. -----Communicate that decision. * -----Live with the results of that decision.	
	NOT deciding NOT to engage in sexual intimacy IS a decision.	"The Gentle Art of Saying No."
	* If the subject of communications has not been discussed before this unit, time should be spent at this point in discussion of how to say NO.	Filmstrip: "No Specific Sexual Situations." (May have been used in the 7th grade.)

TOPIC: Understanding the Reproductive Systems 8th Grade

DAY 6

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	Distribute the pretest. Collect when all have finished or 20 minutes before the end of the class. Pretests are to be checked and returned to students to be corrected and used as study notes.	Copies of the pretest.
Understanding the reproductive systems.	After test, use the models to review male and female reproductive systems. Review vocabulary including: -----estrogen -----progesterone -----testosterone -----androgen -----dysmenorrhea -----miscarriage -----abortion	Models of the male and female reproductive systems.

TOPIC: Understanding the Reproductive Systems

8th Grade

DAY 7

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	Return and go over the pretest. Students should correct mistakes in order to study from the tests.	
Understanding the reproductive systems. Understanding the development of the fetus.	Review the following vocabulary used in the film: -----coitus -----nocturnal emmission -----ejaculation -----placenta -----umbilical cord -----fetus -----menstruation -----fertilization -----pregnancy -----labor -----delivery	Film: "Human Reproduction" 22 minutes.
	Show film.	

TOPIC: Understanding the Development of the Fetus.
Pregnancy, labor.

8th Grade

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	Review fertilization, cell division and development of the fetus as shown in the film last class.	Charts and drawings of fetal development and labor.
Understand the development of the fetus. Review pregnancy.	Lecture notes on pregnancy: Nine months of pregnancy are divided into three trimesters. At the end of the first trimester, the fetus is about 3 inches long and weighs almost an ounce. During the first three months, the organs are all forming, the heart is propelling blood through blood vessels. The external genitalia are formed and its sex can be distinguished. Any interruption in the normal development during this stage can result in birth defects. Many women are not aware of their pregnancy during the first trimester, especially teenage girls, whose menstrual periods may not be very regular anyway. (Menstruation stops during pregnancy.) This has implications regarding the use of drugs, caffeine, nutrition, etc. This is the stage when the fetal development is most easily interrupted by environmental factors. The fetus' life support system consists of the placenta and the umbilical cord. The placenta is where food and oxygen from the mother's blood enters the baby's blood stream. (The mother's blood and the baby's blood do not intermix.) The fetus floats in a fluid-filled sac called the amniotic sac. This protects it from bumps and cushions it.	

TOPIC: Understanding the Development of the Fetus. Pregnancy, labor.

8th Grade

-CONT.- page 2

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS

During the second trimester, the fetus grows to 12 inches and weighs approximately 1½ pounds. It now resembles a minature baby, but very few fetuses born at this time could survive.

During the third trimester, the fetus grows and gains weight. Its lungs develop and it matures to prepare for life on its own. Its skin is covered with a protective covering, a white substance called vernix caseosa. Some babies still have this when they are born. (The baby in the movie did.)

Toward the end of the nine months, the fetus usually turns and assumes a head-down position. It moves lower in the pelvic cavity. (It is still in the uterus.) The muscles of the uterus begin to tighten periodically. The mouth of the uterus, the cervix, begins to stretch open. Labor is beginning. Contractions increase in frequency and strength. The baby is pushed through the vagina (birth canal) and is born. (Usually head first - feet or bottom first is called a breech birth.)

Immediately after the baby is born, the umbilical cord is clamped to prevent bleeding and cut. The placenta "peels away" from the inner wall of the uterus and is also delivered. The part of the umbilical cord that is attached to the baby dries up and falls off in 3-5 days. The scar that is left is called the umbilicus, the naval or the "bellybutton."

OBJECTIVES	PROCEDURE	MATERIALS

The average weight of a newborn is 7-7½ pounds, and the average length is 20 inches.

A Caesarean birth (sometimes called a C-section) is said to be named for Julius Caesar who was born in this way. It is a surgical procedure done for reasons of safety for mother or baby. For example: sometimes the bones of the mothers' pelvis are too narrow to allow the baby to pass through the birth canal. Other factors may complicate the delivery. An incision is made through the abdominal wall and into the uterus. The baby, umbilical cord, and placenta are removed, then the incision is closed with sutures.

The muscle contractions of the uterus produce pain. (Have you ever had a muscle cramp in your leg or side?) The amount of discomfort and pain varies from person to person and according to how much you remember later. Anxiety and fear of the unknown can increase the amount of pain that a woman has during the labor and delivery. Many parents prepare for birth by attending child birth classes where they learn exercises and breathing techniques which allow the mother to "help" with labor and stay more comfortable. The prospective parents also learn about pregnancy, labor, delivery, and how to care for their new baby.

Sometimes medication is needed to allow the mother to relax. Sometimes medication is needed to allow the mother to relax. A birth in which no medication is used and for which parents prepare by attending classes is called "natural childbirth."

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS
	Assignment:	

Prepare to hand in a two page report on a factor which affects the development of the fetus. You may choose an environmental factor (nutrition, smoking, alcohol, rubella) or a genetically induced disorder (cystic fibrosis, Tay-Sach's disease, hemophilia, PKU, diabetes, R.H. factor, sickle cell anemia, Down's symdrome.)

Use library resources and March of Dimes resource from teacher.

TOPIC: Factors Which Affect the Development of the Fetus 8th Grade

DAY 9

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	If necessary, review heredity, how characteristics are passed from one generation to another.	Pamphlets and information sheets from March of Dimes. If you want to distribute these to students, more may be obtained -free- by writing or calling the March of Dimes: 4134 Linden Ave. Dayton, Ohio,45432 1-254-6297
List factors which affect development. Discuss abnormal heredity related factors.	Fetal development may be affected by environmental or hereditary factors. Hereditary, or genetic factors are in effect from the time of conception on. Environmental factors affect the fetus in the uterus most severely during the first trimester. These influences may cause birth defects or disease which affect the child through out life. Environmental factors can be somewhat controlled, but many times a woman does not know she is pregnant during the first trimester - the most critical time. This is especially true of teenage girls whose menstrual periods may be irregular anyway. Environmental factors include chemicals (such as drugs-prescription or non-prescription, nicotine, and alcohol), nutrition and infections (such as rubella). Inherited factors are transmitted through genes. Some conditions or diseases which are inherited are cystic fibrosis, Tay-Sachs, diabetes, R.H. disease, hemophilia, sickle cell anemia, Down Syndrome, P.K.U. Ask students to read reports - pick representative reports to cover as many factors as possible.	

TOPIC: Develop an Understanding About and a Responsibility for Family Planning 8th Grade

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
The student will develop positive attitudes and make responsible decisions about sexual conduct and parenting.	What makes a "good" parent? (May have been discussed in previous class about the family.)	
	Review factors involved in the responsibility of parenting. Distribute ditto - "Am I Parent Material?" Students should read and answer these at home. "These questions may not seem to apply to you as a 14 year-old, but many teens become parents whether or not they have thought about the decision."	Ditto: "Am I Parent Material?"
Make decisions about sexual conduct.	1982 statistics show that it costs nearly a quarter of a million dollars to raise a child today - cost for the first year is $7,100.	
Develop an understanding about a responsibility for family planning.	Methods of Birth Control: -----Physical barriers to prevent the sperm and egg from meeting. ---Male - condom "rubber" a sheath which fits over the erect penis when semen is ejaculated, it is collected in the condom and does not enter the vagina. ---Female - diaphragm, a shallow bowl shaped rubber device which fits over the mouth of the uterus. Must be individually fit, comes in different sizes. Usually used with a spermicidal jelly.	

TOPIC: Develop an Understanding About and a Responsibility for Family Planning 8th Grade

CONT. - page 2

DAY 10

OBJECTIVES PROCEDURE MATERIALS

-----Spermicides, jellies and foams used in the vagina to kill sperm.

-----I.U.D. - intrauterine device. A coil which is implanted in the uterus (by a doctor). It acts as an irritant and prevents the fertilized egg from implanting in the uterus.

-----Birth Control Pills - alter the hormonal pattern of a woman's body so that the egg is not produced by the ovary. Must be taken every day to be effective.

-----Withdrawal - the man withdraws his penis from the vagina before ejaculation. Requires a large degree of control and is not reliable because sperm can escape from the penis before ejaculation.

-----Rhythm - engaging in intercourse only during the "safe" time of the month - the time when the woman is not ovulating. The egg is produced 14 days before the NEXT menstrual period, but the exact time is very difficult to determine unless the woman has very regular menstrual periods. The couple would not engage in intercourse for about 5-6 days at this time every month.

-----Permanent Methods - require sugery.

---Male - vasectomy. A small piece of seminal ducts is removed. This prevents the sperm from leaving the body. Only semen without sperm is ejaculated.

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
	-----Permanent Methods - require sugery.	
	---Female - small pieces of the fallopian tubes are removed, preventing the ova from reaching the uterus and preventing the sperm from reaching the ova.	
	For more details, see reference book.	
	Assignment:	
	Fill out chart on STD's as much as possible before class. Finish in class.	
	View filmstrips on STD's.	
	Take unit exam.	

	Symptoms	Complications if not treated and effect on fetus	Treatment
Herpes	Male		
	Female		
Syphilis	Male		
	Female		
Gonorrhea	Male		
	Female		

(On reverse side, list some other STDs and describe them briefly)

AM I PARENT MATERIAL?

These questions are asked to help you consider the most important decision you will ever make - whether or not to have a child. There are no "right" or "wrong" answers. You must decide for yourself what your answers reveal about your readiness or aptitude for parenthood.

1. Do I like children? Have I had enough experiences with babies? toddlers? teenagers?
2. Do I enjoy teaching others?
3. Do I communicate easily with others?
4. Do I have enough love to give a child? Can I express affection easily?
5. Would I have the patience to raise a child? Can I tolerate noise and confusion?
6. How do I handle anger? Would I abuse my child if I lost my temper?
7. Do I know my own values and goals yet? Could I help my child develop constructive values?
8. How much would I worry about my child's health and safety? Would I be able to take care of a hurt or sick child?
9. Would I want my child to be a miniature version of me?
10. Do I enjoy child-centered activities?
11. Do I need parenthood to fulfill my role as a man or woman?
12. Would having a child show others I am a mature person?
13. Would I feel strongly about wanting my child to be a boy/girl? What if I didn't get the one I wanted?
14. Could I provide my child with a really good home environment?
15. Have I discussed parenting with my partner?
16. Does my partner or do I have a hereditary abnormality we might pass on to a child? Could I emotionally and financially deal with having a physically or mentally handicapped child?

17. Would a child interfere with my educational plans? Would I have the energy to go to school and raise a child at the same time?

18. Would a child restrict my individual growth and development?

19. Am I financially able to support a child?

20. Would I be willing to give up the freedom to do what I want to do, when I want to do it?

21. Would I be willing to restrict my social life? Would I miss lost leisure time and privacy?

22. Would I be willing to devote a great part of my life (at least 18 years) to being responsible for a child? and to spend my entire life being concerned about my child's welfare?

TOPIC: Understand Sexually Transmitted Diseases 8th Grade

DAY 11

OBJECTIVES	PROCEDURE	MATERIALS
The student will understand the biological aspects of reproduction.	Student assignment was to fill in chart describing the most common STD's. Show filmstrips.	Filmstrip Set: STD: "Causes, Prevention and Cure."
Understand some of the sexually transmitted diseases.	Go over charts in class.	(#1 will be used in the seventh grade.) #2 Herpes #3 Gonorrhea #4 Syphilis #5 Other Common STD's (#6 Optional)

TOPIC: 8th Grade

DAY 12

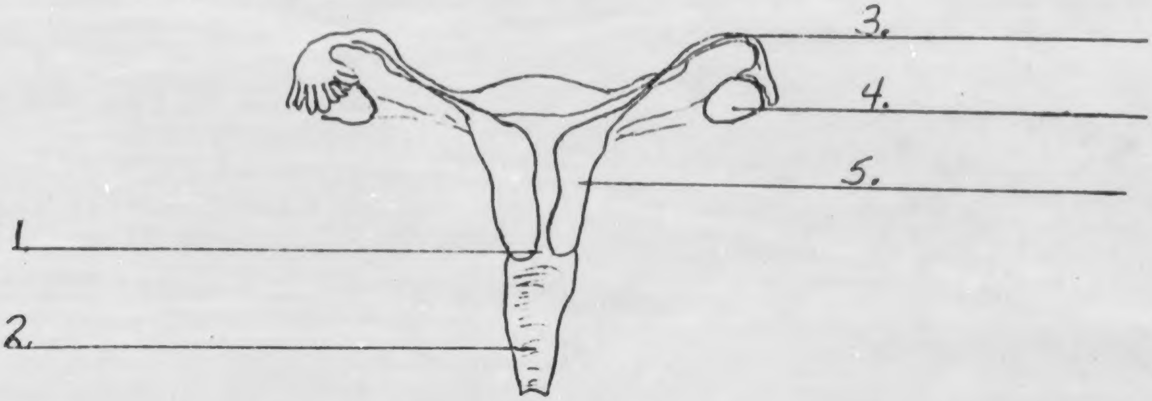
OBJECTIVES	PROCEDURE	MATERIALS
	Give unit test.	

8th Grade
Post Test

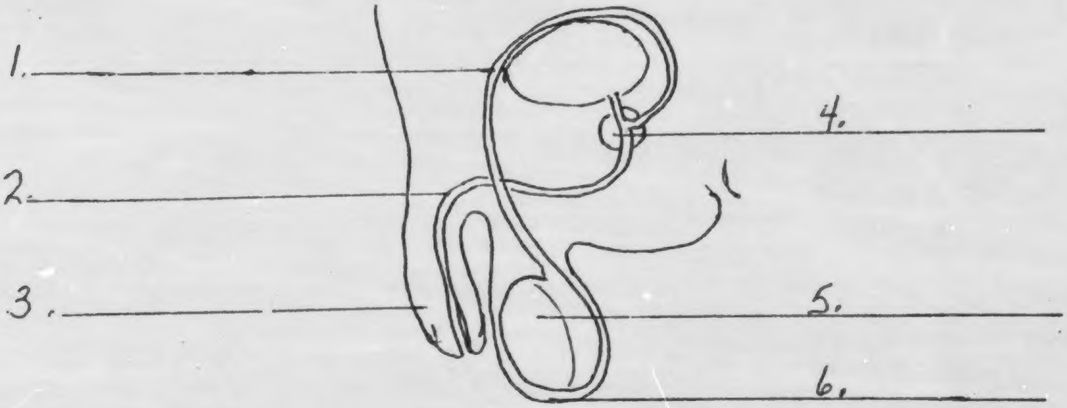
Name ______________________________

Label the following diagrams. (Spelling must be correct for credit.)

Female Reproductive System.
(front view)



Male Reproductive System.
(side view)



Choose the correct answer. Write the letter of that answer in the blanks at the right side of the paper.

1. The ______ tubes allow the ova to travel from the ovary to the uterus.
   a. Urinary
   b. fallopian
   c. seminal

1. ____________

2. One of the male sex hormones that causes the body to mature is ______.
   a. testosterone
   b. progesterone
   c. estrogen

2. ____________

3. In a normal pregnancy the fetus develops in the ________.
   a. ovary
   b. vagina
   c. uterus

3. ________

4. Fertilization of the ova usually takes place in the ______.
   a. ovary
   b. vagina
   c. fallopian tube

4. ________

5. The fluid which surrounds and protects the developing fetus is called ________.
   a. amniotic fluid
   b. gastric fluid
   c. prostatic fluid

5. ________

6. Which of the following is a birth control method?
   a. STD
   b. IUD
   c. ABC

6. ________

7. Which of the following birth control methods alters the hormonal pattern which prevents an egg from being produced by the ovary?
   a. diaphragm
   b. birth control pills
   c. spermicidal jelly

7. ________

8. Toward the end of pregnancy the mouth of the uterus begins to open and muscles in the walls of the uterus begin to contract. This marks the beginning of the process called ____________.
   a. labor
   b. conception
   c. sterilization

8. ________

9. Birth defects can be caused by environmental factors such as:
   a. defective genes
   b. viruses and drugs
   c. family history

9. ________

10. Sexually transmitted diseases include which of the following?
    a. rubella and mumps
    b. hemophilia and diabetes
    c. candidiasis and herpes

10. ________

11. The organ that supplies food and oxygen to the developing fetus is called the __________.
    a. placenta
    b. amniotic sac
    c. cervix

11. ________

12. A sexually transmitted disease which, if left untreated, causes scar tissue and sterility is ______.
    a. herpes
    b. candidiasis
    c. gonorrhea

12. ________

13. If pregnancy does not occur, the lining of the uterus is shed in a monthly process called ________.
    a. miscarriage
    b. menstruation
    c. ejaculation

13. ________

14. In the male,sperm are manufactured in the _______.
    a. prostate
    b. testes
    c. seminal duct

14. ________

TOPIC: Pretest

Secondary

DAY 1

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to show the teacher their knowledge on the subject of sex education.	Students should be told that they will not be graded on this test, but that it will only be used to let the teacher know what areas need to be stressed more than others during the course of the unit. Teachers should be aware that weak areas can be stressed by activities not used in the teacher manual. Plan A: -----Administer the test -----Hand out textbooks and workbooks. Assignment: Read Chapter 1, pages 14-26 for tomorrow.	Pretest. Textbooks and workbooks. Text Series: "Finding My Way" Bennett Publishing Co., 1979

DO NOT WRITE ON TEST

SEX EDUCATION PRE-TEST

TRUE AND FALSE--+ for TRUE and 0 for FALSE

_____ 1. Values are personal ways of thinking and acting on important questions.

_____ 2. Your sex drive is your natural physical force that causes sexual attraction.

_____ 3. Your reputation is what you think of yourself.

_____ 4. Love means you have concern about the needs and feelings for the other person.

_____ 5. The uterus is a small gland that releases hormones.

_____ 6. The vagina is the passage from the ovaries to the uterus.

_____ 7. Menopause is when the menstrual process slows down and eventually stops.

_____ 8. The male sex glands that produce sperm are the testicles.

_____ 9. When blood fills the vessels of the penis to make it stick out it is called an erection.

_____ 10. Intercourse is the physical act that can lead to pregnancy.

_____ 11. Ovulation is the female organ that produces eggs.

_____ 12. Sperm and semen are the same thing.

_____ 13. Being sterile means you are unable to reproduce.

_____ 14. Morals are what is right and honest in dealing with others.

_____ 15. Chemical substances that determine how a person will physically develop are hormones.

MATCHING--Put the letter in the blank.

_____	1.	Peer	A.	What it means to be male or female
_____	2.	Parent values	B.	Male sex organ
_____	3.	Immoral	C.	Family rules and guidelines
_____	4.	Sexuality	D.	Male seed that fertilizes egg
_____	5.	Scrotum	E.	Sac that holds the testes
_____	6.	Penis	F.	Person your age
_____	7.	Ovum	G.	Disease contracted through sexual contact
_____	8.	Sperm	H.	Peak of sexual excitement
_____	9.	Venereal disease	I.	Female egg
_____	10.	Orgasm	J.	Wrong and irresponsible behavior

MULTIPLE CHOICE--Pick the best answer and put it in the blank.

_____ 1. Standards are:
- A. Ideas
- B. Rules
- C. Impossible to live up to

_____ 2. The act of two members of the same family (not husband and wife) having sexual relations is called:
- A. Rape
- B. Sadism
- C. Incest

_____ 3. Ovaries are:
- A. In the uterus of a woman
- B. Producers of semen
- C. Producers of ovum

_____ 4. Penicillin is:
- A. An antihistimin
- B. An antibiotic
- C. A pain killer

_____ 5. A condom is used by a:
- A. Doctor to check blood pressure
- B. A man as a contraceptive
- C. A woman as a contraceptive

_____ 6. Which of the following does not have to do with the female reproductive system?
A. Fallopian tubes
B. Testosterone
C. Menstruation

_____ 7. Which of the following words means that the male is unable to have an erection?
A. Frigid
B. Virginity
C. Impotent

_____ 8. Which of the following is legal?
A. Streaking
B. Child molesting
C. Adoption

DEFINITIONS--Define as briefly as possible the following.

1. Abstinence--

2. Syphilis--

3. Gonorrhea--

4. Diaphragm--

5. Abortion--

6. Contraception--

7. Spermicides-

8. Gynecologist--

9. Dilation--

10. Effacement--

11. Transition--

12. Labor pains--

13. Toxemia--

14. Exhibitionism--

15. Episiotomy--

16. Fertile--

17. Placenta--

18. Artificial insemination--

19. Pap test--

20. Vas deferens tubes--

21. Changes in traditional sex roles--

TOPIC: Understand Themselves: Morals and Values Secondary

DAY 2

OBJECTIVES	PROCEDURE	MATERIALS
The students will be able to: --Understand themselves better as they mature into adulthood. --Recognize the effects of peers and family on value formation. --Recognize relationship of personal values to sexual behavior. --Describe how social and emotional factors effect their lives today. --Discuss the customs and expectations surrounding dating. --How family and friends influence our lives.	Now that you have read Chapter 1, we are going to have a discussion of the main terms covered in this chapter. Write the terms listed below on the board. The topics that will be discussed first, second, etc., will be decided by a class vote. Have the students list the words on a piece of paper in the order they prefer to discuss them. These will be tabulated by a show of hands and the responses put on the board. If time is a factor, list their top 3 choices. The words to be discussed are: -----peers -----values -----morals -----dating -----sexual revolution -----sexuality Peers - Who are your peers? Name some ways that peers influence what you say or do? Discuss how you can get out of an unwanted situation that your peers are pushing you into; that you are pushing your younger brothers and/or sisters into.	Teacher guide.

TOPIC: Understand Themselves: Morals and Values Secondary

CONT. - page 2

DAY 2

OBJECTIVES PROCEDURE MATERIALS

Values and Morals - Discuss the meanings (pg. 17 in the teacher guide). What behavior on a date could you summarize as moral? What values could you develop to make yourself a more reliable person in a relationship. (Remember that you must remain unbiased to their answers.) What are some values that your parents go by that you agree with? Disagree with? Why?

Dating and sexual revolution - What are customs? List some of the customs of dating today. (Teacher writes them on the board.) How does your relationship with your girlfriend/boyfriend relate to a relationship your grandparents had at your age?

Sexuality - What is sexuality? (pg. 9 in teacher guide). Boys and girls are raised to have attitudes towards their bodies and their sexual emotions. Diagram on the board the differences and how they have changed over the years.

1800	1900	1980
dating with chaperon	couples dating	dating
clothing covered	clothing less covered	shorts and t-shirts

Assignment:

Do workbook assignment for Chapter 1 on pages 9 and 10 for tomorrow. Read chapter 2, pages 27-46 for tomorrow.

TOPIC: Understanding Emotional Growth

Secondary

DAY 3

OBJECTIVES

Students will be able to:

- --Discuss many ways we become involved with members of the opposite sex.
- --Describe appropriate expressions of caring, tenderness, and consideration in relationship with others.
- --Discuss strengths, obligations, and expectations of mutual and mature love and caring.
- --Understand the importance of communicating.

PROCEDURE

Yesterday we discussed how we come by our morals and standards and how our families and friends influence our lives. Today we will continue with that trend of thought, but relate it to our own dating experiences.

Have students volunteer to role play the following situations. Do this with several students. Ask them to show various ways of meeting new people.

Give each student a 3 x 5 card and ask each one to write a definition of love likely to be found in a dictionary. Collect the cards and keep them until the end of the unit on sex education. Make sure they have their names on them.

Ask students to state a fact they believe to be true about love. Invite students to share their facts for class discussion.

Ask your students to suggest ways of showing how you are obligated and what you expect in a relationship. Make sure they bring into the discussion the fact that mutual and mature love and caring are a necessity for a good relationship.

Ask students to give examples of negative things that happen to them that are caused because of a lack of communication; and positive things that happen from clear communication.

MATERIALS

Enough 3 x 5 cards for each person in class.

Two prepared cards for role play.

TOPIC: Understanding Emotional Growth Secondary

CONT. - page 2

DAY 3

OBJECTIVES	PROCEDURE	MATERIALS
	Assignment: Do workbook assignment for Chapter 2 on page 11. (You will notice that there are some chapters that have "Just for Fun" exercises. These are not a part of the homework assignment unless stated, but they may be used for those who wish to do extra credit work.)	

245

246

TOPIC: Understanding Emotional Growth

Secondary

DAY 4

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Discuss respect for others and yourself. --Discuss attitudes and expectations of sexual relationships.	Yesterday we discussed the importance of communicating in a mature and loving relationship. Today, we will continue this by discussing respect and expectations of sexual relationships. This plan and many that follow will refer you to the teacher guide. -----Chapter 2, Activity D, page 12. -----Chapter 2, Activity E, page 12. Assignment: Read Chapter 3, pages 47-65 for tomorrow.	Teacher guide.

TOPIC: Family Roles and Responsibilities   Secondary

DAY 5

OBJECTIVES	PROCEDURE	MATERIALS
The students will be able to:	Today we will be discussing how our sex roles influence our lives today as compared to generations past and how our families influence these roles.	Teacher guide.
--Discuss sex related roles and expectations.	Plan:	
--Discuss the role and importance of family and friends.	-----Chapter 3, Activity B, page 14. -----Chapter 3, Activity E, pages 14 and 15.	
--Discuss appropriate ways to gain from the family.	-----Chapter 3, Activity I, page 15.	
	Assignment: Do workbook assignment for Chapter 3 on page 15. This assignment should be done in class if time allows. Study for test over Chapters 1, 2, and 3. Assign reading of Chapters 6 and 7 if shown needed by pretest.	

DO NOT WRITE ON THIS TEST

SEX EDUCATION TEST--# 1

TRUE AND FALSE--+ for TRUE and 0 for FALSE

_____ 1. A person your own age is your peer.

_____ 2. Intercourse is one of the physical acts of sex.

_____ 3. Human sexuality is a good and desirable force.

____ 4. What you think, say, and do about sex is known as sexuality.

_____ 5. Teenage girls develop mental illnesses if they don't have sexual intercourse.

_____ 6. Personal values are guidelines based on morals.

_____ 7. Made up stories are myths.

_____ 8. Morals help you know right from wrong.

_____ 9. Necking and petting are words that refer to sexual behavior short of intercourse.

_____ 10. Necking implies kissing plus contact above the waist.

_____ 11. Being assertive means to declare your thoughts in a way that might embarrass or insult others.

_____ 12. The word that describes a sales pitch for sex is an approach.

_____ 13. Your morals govern your sexual behavior.

_____ 14. Boys who sexually use all the females they can are "sex seekers".

_____ 15. There are only two stages that romantic attachments go through.

_____ 16. V.D. stands for venereal disease.

_____ 17. It is not possible to end a relationship on friendly terms.

_____ 18. Studies show that boys usually receive more punishment than girls do.

_____ 19. Discriminating because of sex is called sexism.

_____ 20. Males usually live longer than females.

_____ 21. A double standard means that one set of rules applies to males and another set applies to females.

_____ 22. Men cannot care for children as well as women.

_____ 23. Sex roles are reinforced by peer groups.

_____ 24. Males suffer from greater emotional stress during their youth.

SHORT ESSAY--Answer as briefly but as completely as possible.

1. Discuss briefly how dating customs have changed since your parents were your age.

2. We role played how boys and girls get to know each other. Tell one of the ways the boys in class would get to know girls. Then tell how one of the girls would get a boy to talk to her. Remember, these are to be from the role play in class.

3. Give an example of how a relationship can be affected negatively by a lack of communication.

4. List three familiar "lines" that boys use on girls.

5. List three reasons for and three reasons for not choosing to have a sexual relationship with someone.

6. List three ways boys are treated differently than girls by their parents where dating is concerned.

TOPIC: Test

Secondary

DAY 6

OBJECTIVES

Demonstrate knowledge.

PROCEDURE

The students should be familiar and knowledgeable about their own physiology. If from the pretest, you have established that it is necessary to have a more thorough review, then the assignment to read Chapters 6 and 7 should have been given. Even if their knowledge was adequate, a review of the terms is needed.

The overhead transparencies in the kit should be used. The female and male reproductive systems are self explanatory. The students should locate and define the following: (page 20 in the teacher guide). Handouts in kit for each student.

Female system

uterus
ovaries
ovulation
hormones
pituitary glands
vagina
menstruation
fallopian tubes
menopause
gynecologist
pap test
speculum
fimbria
cilia

Male system

testicles
testosterone
scrotum
penis
meatus
erection
wet dreams

Additional list of words that could be reviewed are on page 112 for the female and 125 for the males in the student text.

MATERIALS

Overhead projector, overhead sheets of male and female reproductive systems from kit, and reproductive system handouts.

TOPIC: Test Secondary

CONT. - page 2

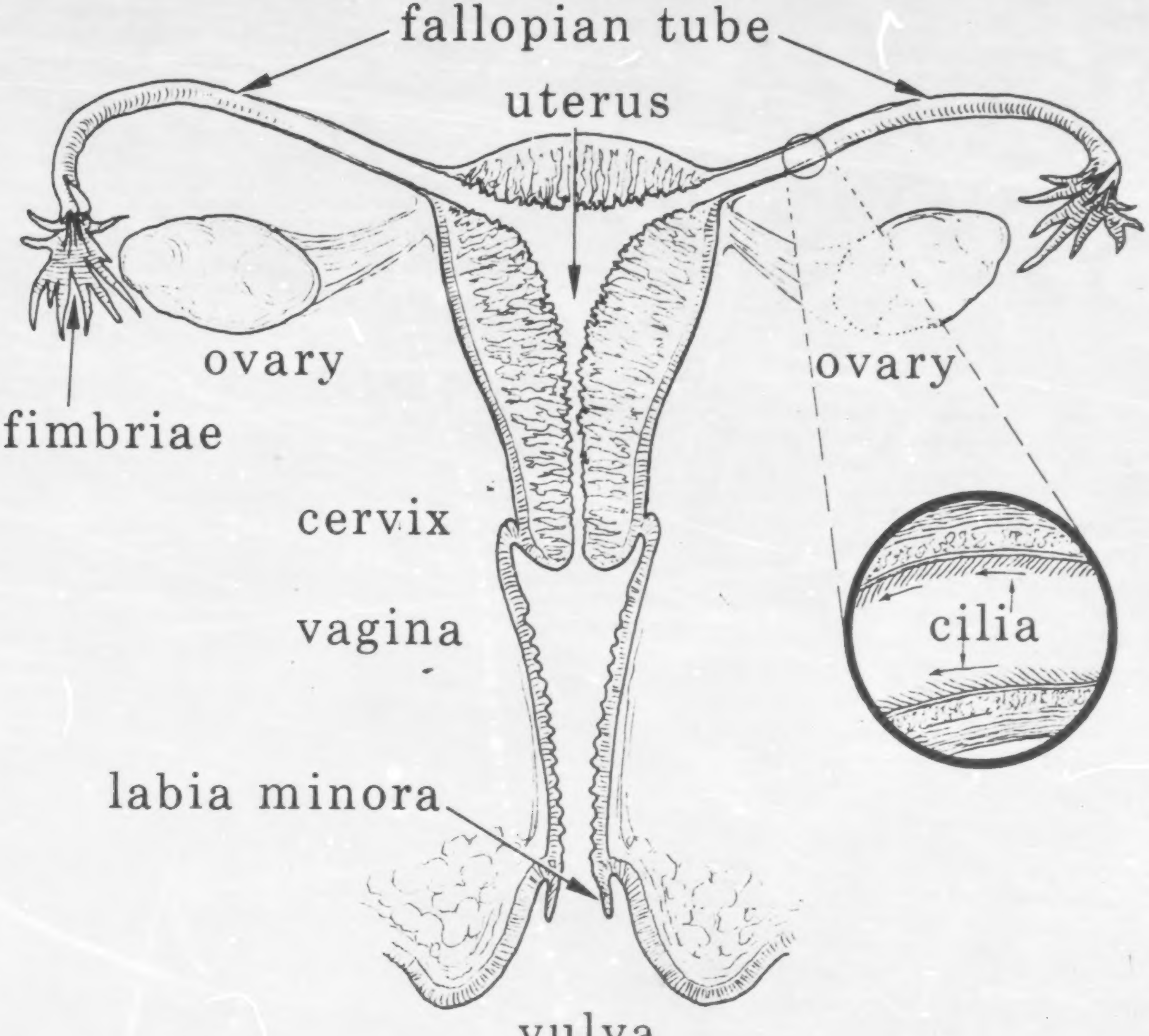
DAY 6

OBJECTIVES PROCEDURE MATERIALS

Assignment:

Complete the crossword puzzle on pages 26 and 27, and the word search on pages 31 and 32 in the workbook in class or finsih as homework.

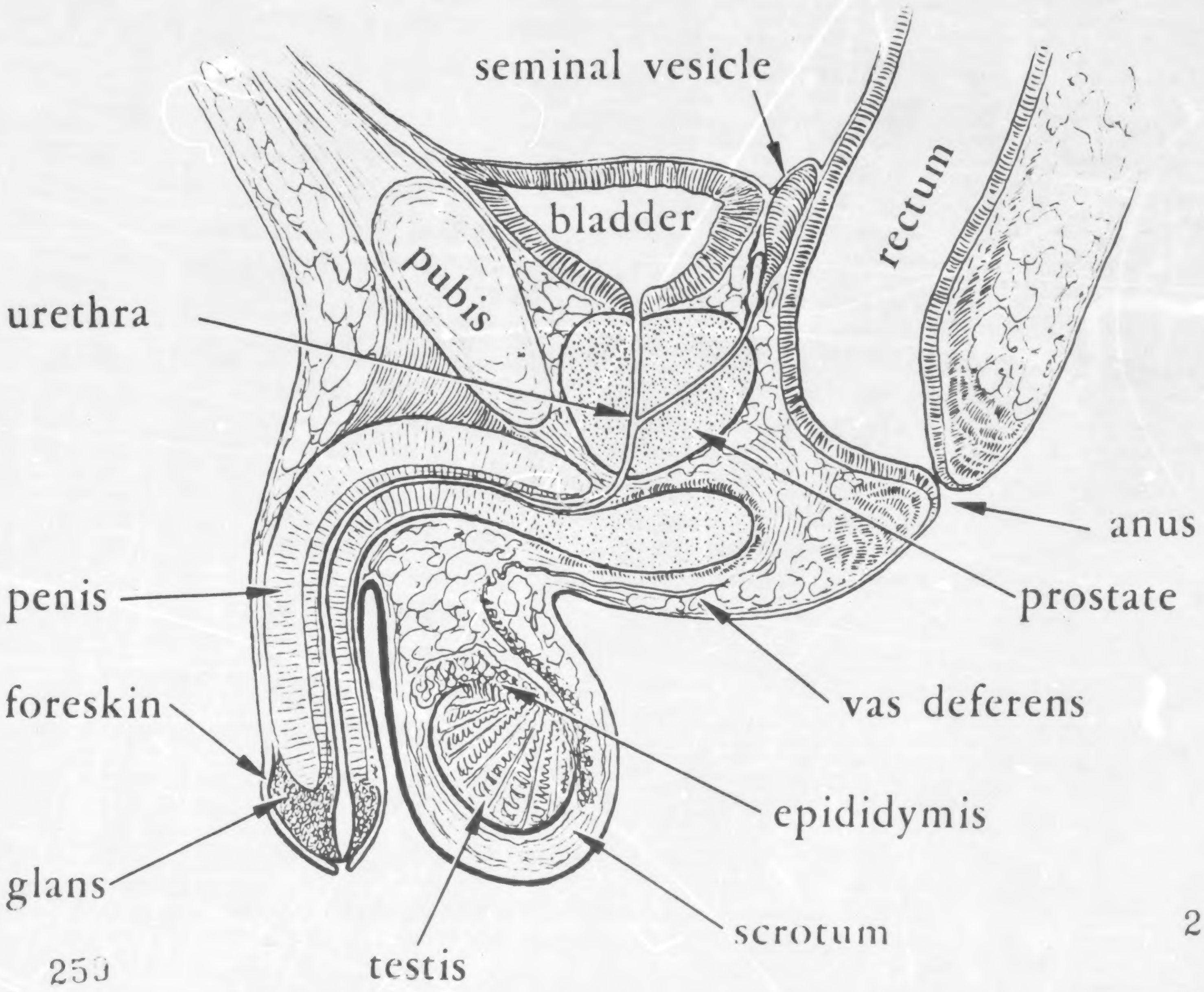
Read Chapter 10, pages 168-188 for tomorrow.


fallopian tube
uterus
ovary
ovary
fimbriae
cervix
vagina
cilia
labia minora
vulva

257

258

MALE PELVIC ORGANS


seminal vesicle
bladder
rectum
pubis
urethra
anus
prostate
penis
vas deferens
foreskin
epididymis
glans
scrotum
testis

TOPIC: Family Planning Secondary

DAY 7

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Explain family planning.	Students should be reminded that the use of birth control is not only to prevent unwanted pregnancies, but to help people plan their families. A well planned family usually leads to a happier life for all concerned. Today, we will be discussing all the birth control methods and how they work. Ask students to define contraception. Ask students to list the contraceptives they know of and list them on the board. The list is the most effective methods to the least effective methods. Use the handout to get the information needed. Kit with devices should be distributed along with explanations. Hand out sheet of all the contraceptive methods. Have students read and discuss the pros and cons of each method. Ask students to check which ones are most accessible to them; the least accessible. Invite students to give reasons why some contraceptives are more difficult to get. Ask students to discuss which methods will be appropriate for them when they are in early adulthood, middle age, and late childbearing years. This activity highlights the fact that many adolescents do not use available contraceptives. Have students state reasons why sexually active adolescents do not use contraceptives. Have members suggest possible solutions to this problem.	Kit of birth control devices. Handouts on birth control methods. Worksheet on birth defects. Pamphlet on birth defects.

TOPIC: Family Planning Secondary

DAY 7

OBJECTIVES	PROCEDURE	MATERIALS
	Assignment: Do workbook assignment for Chapter 10 on pages 39-40 for tomorrow. Hand out booklet on birth defects and worksheet that corresponds. Assign worksheet for class discussion tomorrow.	

BIRTH CONTROL METHODS

1. Abstinence--not having sexual intercourse--100% effective.

2. Sterilization--voluntary decision to have a doctor eliminate any possibility of having children--99.9% effective.

A. Tubal ligation--woman has her fallopian tubes cut and tied. This keeps the ripened egg or the active sperm from getting to one another and causing a pregnancy.

B. Vasectomy--man has his vas deferens tubes cut and tied. This keeps the sperm from getting into the penis.

These operations are fairly simple to perform and do not affect the person's ability to enjoy sexual relations. These operations are very permanent, and the chances of reversal operations are very slim.

3. Birth Control Pills--99% effective.

A. The pills work by preventing the ovary from producing eggs. If no eggs are produced, no pregnancy can occur.

B. You take the pills on a regular schedule which should be at the same time every day for 21 days. Then there are 7 days when you do not take the pills, or you take a sugar or iron pill to keep from forgetting your pills. The first pill should be taken on the 5th day of the woman's cycle.

C. Your menstrual period usually starts within 2 to 4 days after taking the last pill.

D. Menstrual periods will probably last only 2 to 4 days and the flow will be less than usual.

E. You are not usually safe to have sexual intercourse until you have been taking the pills for at least one month. There are some doctors who say you are safe after 10 or 11 days, depending on the type and strength of the pills.

F. The pills are only effective if followed on a regular schedule and taken according to directions.

4. Intrauterine Device (I.U.D.)--95% effective.

A. A man-made device which is inserted by the doctor into the uterus.

B. It touches the sides of the uterus just enough to irritate the walls so that a ripened egg will not attach itself to the walls.

C. At first, the uterus tries to push the device out, which will cause cramping, but after awhile, the woman does not know it is there at all without checking for the string.

5. The Diaphragm--(used with jelly or cream) 83% effective.

A. A rubber, dome-shaped item inserted by the woman into her vagina so that it covers the cervix not allowing sperm to pass.

B. Always use a jelly or cream when using this method to kill any sperm that might pass to the outside edges of the diaphragm.

C. The diaphragm should be left in place overnight for further protection.

6. The Condom (rubber, prophylactic, etc.)--80% effective and 95% effective when used with spermicides.

A. Used by the man when he places the rolled condom over an erected penis. Unroll to the full length.

B. The condom should be put on as soon as the penis is erect and before it gets anywhere near the vagina. Sperm travels fast and can get into an egg from outside of the vagina.

C. It is suggested that the condom be used in conjunction with a jelly or a foam in the woman because of its lack of effectiveness.

D. It is also suggested that it be put in so that there is room at the end for the forceful ejaculation.

E. It should be checked before use.

7. Vaginal Spermicides--75% effective.

A. A chemical substance that a woman places in her vagina to kill any sperm that enters the vagina.

B. This substance is an acid-based substance that when sperm comes in contact with it they will be killed.

C. The spermicide should not be put in any sooner than one hour before sperm comes in contact with it. It becomes ineffective after that period of time.

D. The spermicides should be used in conjunction with some other method for full effectiveness.

8. Rhythm--75% effective.

A. This is a method of finding out when a woman ovulates so as not to allow sperm and ovum to come into contact causing a pregnancy.

B. The woman needs a record of when the menstrual cycle begins each month for at least eight months.

C. The first day of her period is "day one" of her cycle.

D. Most women ovulate about 14 days before they start their next cycle.

E. She must abstain close to the time when ovulation takes place.

F. This is not an accurate method because from month to month a woman's body may change causing her ovulation time to vary.

9. Temperature Method--75% effective.

A. This is also a method of finding out when a woman ovulates.

B. The woman keeps records of her body temperature every morning before she gets out of bed. A special thermometer is used.

C. When the temperature drops, this signals her time of ovulation.

D. An accurate record should be kept.

E. The Rhythm and Temperature methods are usually used together for a more accurate time of ovulation.

F. Abstinence should be observed during the fertile period.

10. The Ovulation Method--75% effective.

A. This method measures changes in the mucous released by the woman's cervix.

B. A special type of mucous shows up each month which means that the woman is ovulating.

C. When this mucous appears, abstinence should be observed.

11. Coitus Interruptus--???% effective.

A. Method when man removes penis just before ejaculation.

B. Very poor method because sperm can come out in the fluid that is released during stimulation and may cause pregnancy.

C. Can be frustrating for both the man and the woman.

METHODS 2-5 MUST BE OBTAINED FROM A DOCTOR

WORKSHEET ON BIRTH DEFECTS

1. List the different kinds of birth defects and describe each briefly.

2. List the causes of birth defects and give an example of each.

3. Briefly discuss how birth defects are detected and tell how they are diagnosed.

4. List the methods of treatment that are available.

5. Birth defects can be prevented. List the methods of prevention and how each works.

TOPIC: Birth Defects Secondary

DAY 8

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Explain heredity and enviornmental factors which are linked to birth defects.	Yesterday you were given a pamphlet on Birth Defects and a worksheet to do for homework. We will go over the worksheet and see a movie on birth defects. Posters of the different kinds of birth defects can be placed on the bulletin boards for students to refer to. Go over worksheet on birth defects. Show movie. Being faced with having a child with one or more birth defects can seem like a tragic event. Knowing how to possibly prevent birth defects, and then knowing that there is help for others can be comforting. The March of Dimes can be a good friend if they are needed. Assignment: Read Chapter 11, pages 189-203 for tomorrow.	Film on Birth Defects (obtained from the March of Dimes in Dayton). Film projector. Posters of the different types of birth defects.

TOPIC: Veneral Disease

Secondary

DAY 9

OBJECTIVES

Students will be able to:

--Explain transmission, symptoms, complications and treatment of sexually transmitted diseases.

PROCEDURE

Today we will be talking about the different types of venereal diseases, their symptoms and cures. Then we will see a filmstrip to reinforce this information.

Plan:

-----Chapter 11, Activity C, pages 30-31.

Add the following material to the chart at the bottom of page 30:

-----Herpes - painful blisters on genitals appear two to twelve weeks after sexual contact. Person becomes nauseated and feverish. Only infectious when blisters present. (Woman may not be aware of flisters on inside of vagina.)

-----Chapter 11, Activity E, page 31.

Show filmstrip on V.D.

Now that you are aware of what the diseases are, you should try and make sure to be careful about your own activities. Do not be foolish and not go for treatment if you think you may have been exposed to any of these diseases. Immediate treatment is necessary.

Assignment:

Do workbook assignment for Chapter 11, pages 41-42. Study for test over Chapters 10 and 11 and all material over physiology, birth control methods, birth defects and venereal disease.

MATERIALS

Projector.

TOPIC: Test

Secondary

DAY 10

OBJECTIVES	PROCEDURE	MATERIALS
Students will demonstrate knowledge of physiology, birth control methods, birth defects and venereal diseases.	You will have the whole period to take this test today. I hope all of you do very well on it. Administer test. Assignment: Read Chapter 8, pages 127-147 for tomorrow.	Test.

DO NOT WRITE ON THIS TEST

SEX EDUCATION TEST--#2

TRUE AND FALSE--+ for TRUE and 0 for FALSE

_____ 1. Chemical substances that determine how a person will develop are hormones.

_____ 2. Girls start life ahead of boys in physical development.

_____ 3. The female reproductive organ that holds and protects the baby until birth is the womb or uterus.

_____ 4. The connecting funnels between the uterus and the ovaries are the fallopian tubes.

_____ 5. The opening between the vagina and the uterus are the fallopian tubes.

_____ 6. A girl's first menstrual flow is called menopause.

_____ 7. A medical doctor who has special training about the reproductive systems of females is a gynecologist.

_____ 8. The male sex hormone is testosterone.

_____ 9. The cutting away of the foreskin just short of the tip of the penis is called castration.

_____ 10. The discharge of semen and sperm from the male body is called an ejaculation.

_____ 11. Tubal ligation and vasectomy are the two methods of sterilization.

_____ 12. The two methods of birth control that are 100% effective are sterilization and birth control pills.

_____ 13. The IUD is an effective method of birth control because it irritates the walls of the uterus so that a fertilized egg will not implant.

_____ 14. The diaphragm as a method of birth control is as effective with or without a spermicide jelly or cream.

_____ 15. A condom should be checked before it is used for more effectiveness.

_____ 16. Vaginal spermicides are effective because they kill sperm before they can enter the uterus.

_____ 17. The Rhythm, Temperature, and Ovulation methods of birth control are all 75% effective.

_____ 18. Coitus interruptus is an extremely effective method of birth control because the man always knows when he will ejaculate.

_____ 19. Birth defects only happen at the time of birth itself.

_____ 20. Rubella is a disease that if a pregnant woman becomes infected with it, her child could be born with a defect.

_____ 21. If a pregnant woman is a heroin addict, her baby will be born a heroin addict also.

_____ 22. All genetic diseases are transmitted the same way.

_____ 23. A pregnant woman who visits her doctor often will have less chance of her child being born abnormal.

_____ 24. There are several methods of prenatal diagnosis that can tell a pregnant woman if her child has any abnormalities.

_____ 25. There are no cures or preventions for birth defects.

_____ 26. Small, flat insects that get passed from one person to another are called body lice.

_____ 27. Gonorrhea is the most reported communicable disease in the U.S.A.

_____ 28. Chancres are painless sores that are often the first obvious sign of syphilis.

_____ 29. The late stages of syphilis can cause blindness, paralysis and death.

_____ 30. There is no permanent cure for herpes type 2.

_____ 31. Penicillin is the "miracle drug" for syphilis and gonorrhea.

_____ 32. Gonorrhea can make you sterile.

_____ 33. An infected person who shows no signs of V.D. but can still infect others is called a carrier of the disease.

_____ 34. Syphilis and gonorrhea are the same thing.

SHORT ESSAY

Choose three of the 11 types of birth control methods and tell how they work and how to use them.

MATCHING--Write the letter that matches the word the best.

______ 1. Vagina

______ 2. Cowper's gland

______ 3. Vulva

______ 4. Foreskin

______ 5. Menopause

______ 6. Vas deferens

______ 7. Clitoris

______ 8. Pap

______ 9. Prostate

______ 10. Hymen

______ 11. Penis

______ 12. Labia

______ 13. Seminal vesicles

______ 14. Scrotum

______ 15. Ova

______ 16. Testes

______ 17. Semen

______ 18. Womb

______ 19. Testosterone

______ 20. Ovulation

A. Thin membrane partially covering vaginal opening

B. Walnut-sized gland at neck of male bladder

C. End of menstruation

D. Test for cancer

E. Protects sperm from acid lining of vagina

F. Female sex organs that are outer and upper lips

G. Sperm moves from here to prostate gland

H. Connects the uterus with the vaginal opening

I. Pea-sized gland in male

J. Egg released by ovaries

K. Removed by circumcision

L. Female sex organ outside the body

M. Tubes inside testicles

N. Necessary for pregnancy to occur

O. Another name for uterus

P. Cylinder-shaped organ on male

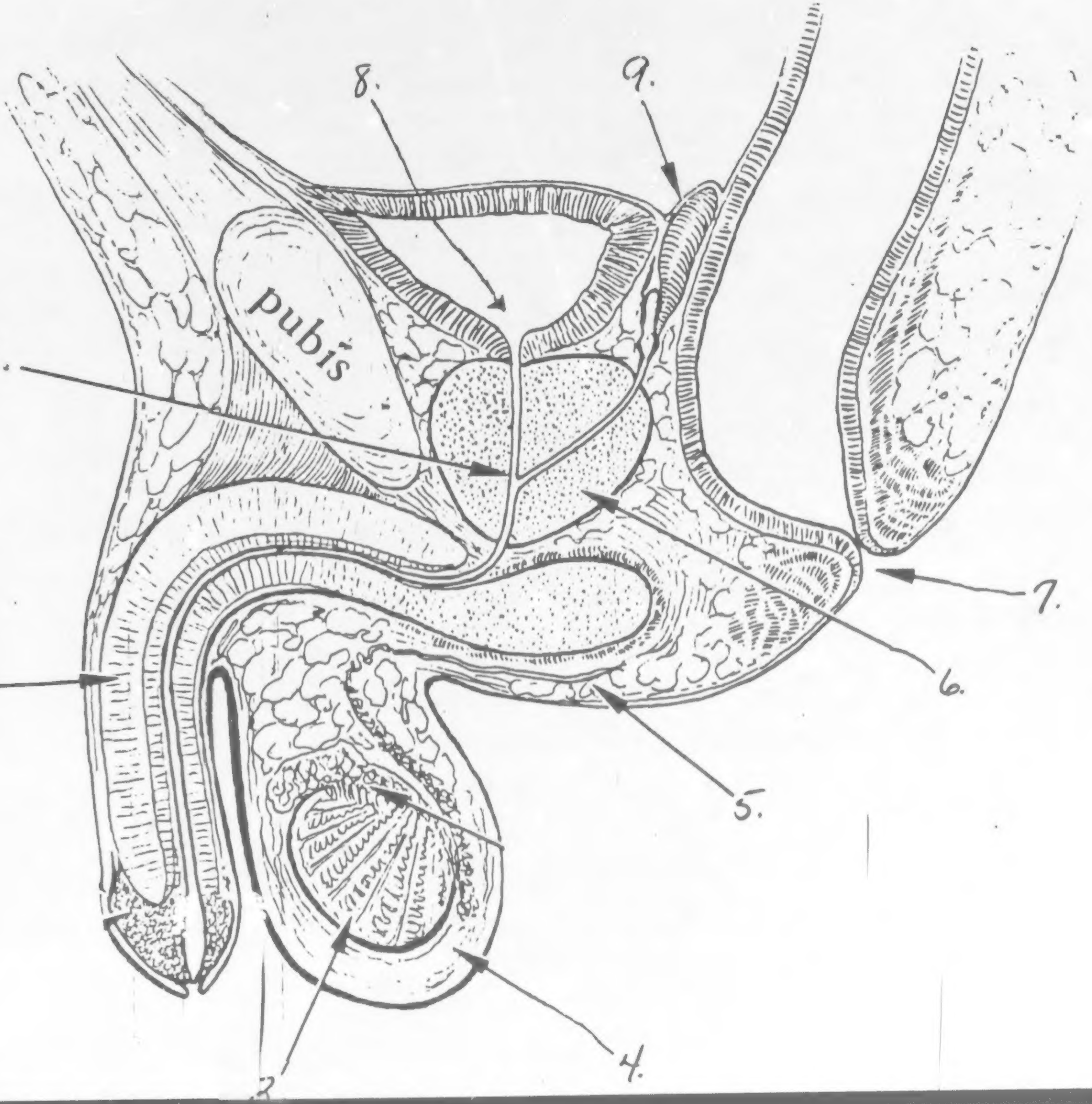
Q. Holds testicles

R. Tiny female sex organ that has sensitive nerve endings

S. Testicles

T. Makes male voice deepen

MALE PELVIC ORGANS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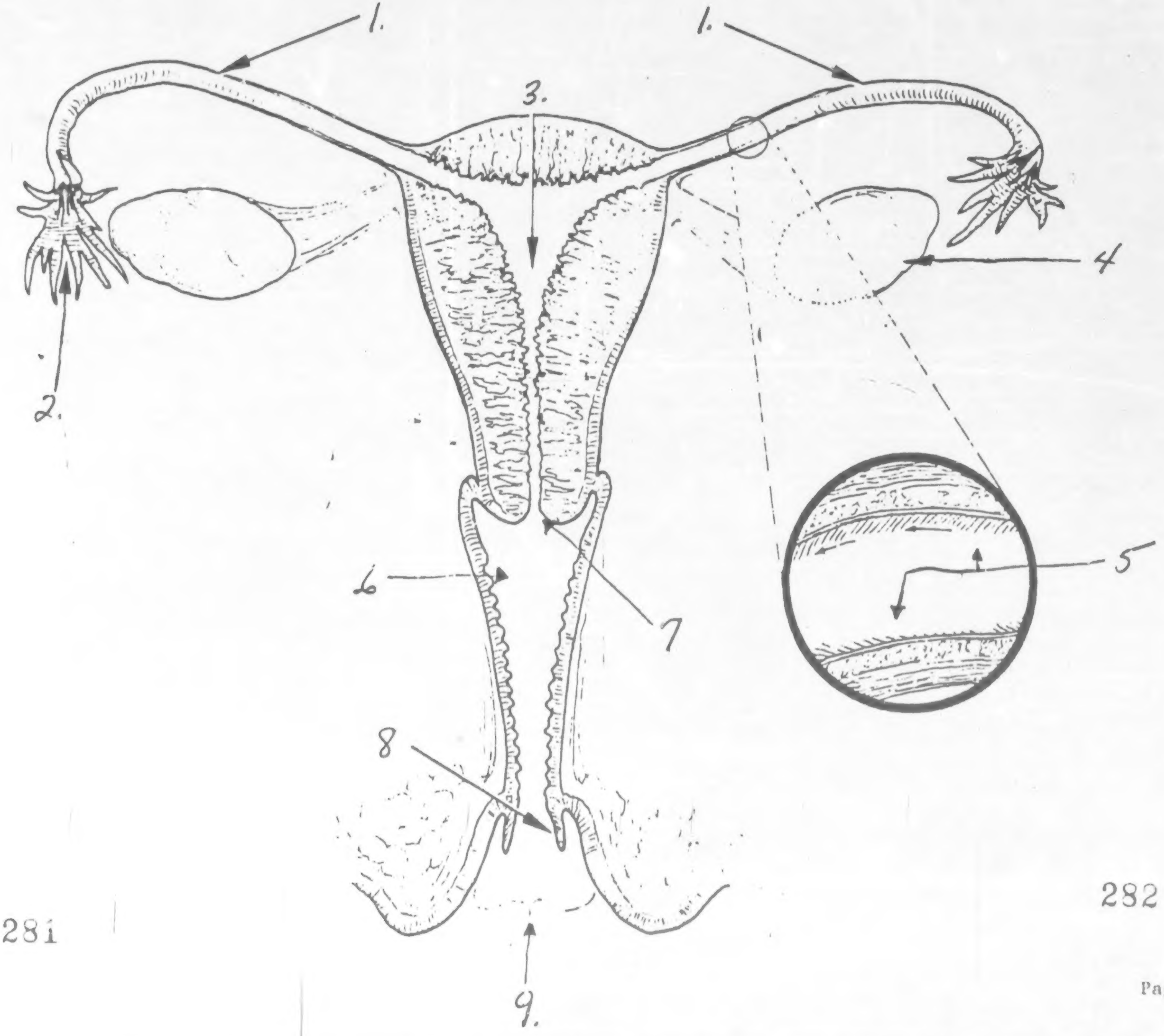
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TOPIC: Conception and Pregnancy

Secondary

DAY 11

OBJECTIVES

Students will be able to:

--Explain conception, pregnancy, obstetrics and gynecology.

--Interrelationship of female body systems needed to support pregnancy.

--Understand the relationship between intercourse, using birth control, getting pregnant and being a parent.

PROCEDURE

For some of you, the topics of conception, pregnancy, labor and delivery may seem irrelevant at this time. The boys may not understand why they need any of this information, but more and more fathers are taking part in the labor and delivery of their own children and should know as much as possible. The information should make your own experience with childbirth one to be treasured and not feared.

Refer to the handout on pregnancy, and ask students to state some signs that might indicate how a woman would know if she is pregnant. List them on the board. Fill in what they do not know from the sheet. There are some signs of pregnancy on the sheet that are not in the book.

This may be best as a lecture to give the students the information from the rest of the sheet which is self-explanatory. You may want to ask at intervals if the students can name some of the terms that are on the lists. Examples:

-----What will take place on a womans first visit to the doctor's office?

-----What will the hospital test the blood for?

Use of the overhead transparencies will be beneficial during parts of this discussion.

MATERIALS

Overheads on conception.

Handouts on signs of pregnancy.

PREGNANCY

If you or someone you know thinks they might be pregnant, these are signs that might confirm their thoughts. None of these should be taken separately, but several together would mean the woman should find out from a doctor.

SIGNS OF PREGNANCY

1. Lack of menstrual period--this is important only if the regular cycle is consistently the same all the time. It is not rare for a woman to have one or two periods after she is pregnant, but the bleeding will usually be less.

2. Nausea and vomiting--about 1/2 of all women experience this. It can start as early as the second week of pregnancy, but usually by the fifth week if they are going to have it at all. It usually occurs in the morning, but may happen anytime of the day.

3. Frequent urination--this is hard to determine and should only be judged with other symptoms.

4. Vaginal discharge--during pregnancy, secretions will change and it will become thicker, whiter and stickier. It is not unusual to get a yeast infection with extra discharge and itching.

5. Breasts become enlarged, sore and tender.

6. Fatigue.

7. Possible splotches on face.

8. Sweat more--become unusually hot more than normal. This occurs more in the later months.

9. Constipation--usually in later months.

MEDICAL CARE NEEDED

1. Women should see a doctor as soon as they feel that there is enough evidence of pregnancy.

2. What will take place at the first visit to the doctor.
    A. Physical examination
        1. Urine specimen (to verify pregnancy)
        2. Weight and height
        3. Blood pressure
        4. Reflexes

5. Color and texture of skin
6. Check eyes, nose, throat, teeth and nails
7. Breast exam
8. Listen to chest

B. Pelvic exam (internal exam)
1. Speculum in vagina to see mouth of uterus
2. Pap test
3. Feeling uterus shape, size, position and softness
4. Find out how far along in pregnancy

C. Blood tests
1. Anemia
2. Syphilis
3. Blood type and RH factor
4. Diabetes or other diseases
5. Rubella tolerance

D. Discussion
1. Talk about your health, diet, clothing, activities that are okay
2. You should at this time ask any questions you may have
3. Doctor will give you special vitamins
4. When to return:
first six months--once a month
seventh and eighth months--every two weeks
ninth month--every week
5. No pelvic exam again until ninth month

E. Doctor will ask questions for your record
1. Number of previous pregnancies
2. Number of miscarriages or abortions
3. When you started your last period, how regular they were, if you had any troubles
4. Family history of illness
5. Previous illnesses or accidents

3. All visits after
A. Check weight
B. Blood pressure
C. Baby's heart beat
D. Baby's position (where head is)

4. Complications--if you notice any of these you should see your doctor immediately.

A. Bleeding from vagina--could be possible start of miscarriage
B. Excessive swelling of hands and feet--could be toxemia
C. Blurry vision
D. Severe and continued headaches
E. Abdominal pains--could be onset of miscarriage

F. Persistent vomiting (after second month)
G. Chills and fever--possible rubella
H. Sudden discharge from vagina--miscarriage or birth starting

5. Common complaints during pregnancy

A. Fatigue
B. Frequent urination
C. Nausea
D. Heartburn
E. Constipation
F. Hemorrhoids
G. Muscle cramps and backaches
H. Varicose veins
I. Shortness of breath
J. Vaginal discharge
K. Skin changes
L. Swelling of feet and ankles
M. Moodiness

6. Daily home care

A. Bathe daily
B. Breast care
    1. Wash
    2. Good support bra (buy one size larger for expanding in later months)
    3. Loose clothing
C. Low heeled and good support shoes because of danger of falling and back pain
D. Dental work done early (X-rays)
E. Intercourse--permitted during first eight months if no problems occur
F. Douching--ask the doctor
G. Should not lift heavy objects or stretch--STOOP DO NOT BEND
H. Maintain good posture

7. Doctor titles

A. Gynecologist--female doctor
B. Obstetrician--pregnant woman's doctor
C. Pediatrician--children's doctor

8. Female body systems needed to support pregnancy

A. Circulatory system
    1. The baby receives all that it will need to survive through the walls of the placenta via the umbilical cord directly into the child's body and out again
    2. If the woman's circulation is poor then the child will be deprived of the necessities to survive
    3. Refer to the clothing information above

B. Digestive System
  1. The baby ingests what the mother does
    a. Follow special diet given by doctor
      1. Little salt
      2. Balanced diet
      3. Drink lots of liquids--milk
    b. Gets to baby through the mother's blood stream into the placental sac that holds the baby and through the umbilical cord and to the baby's blood stream
    c. Drugs and alcohol will affect fetal development as stated in birth defects. None or very little is suggested. Usually doctors will only allow Tylenol during pregnancy. If the woman becomes sick (cold, flu, etc.) she should consult her obstetrician before taking any medication

C. Excretory System
  1. The waste products will leave the baby in the same manner food entered through the blood stream out of the body through the umbilical cord, placenta and to the mother's blood stream

D. Respiratory System
  1. Oxygen is vital for the infant to be born normal. Lack of oxygen can cause many problems (refer to birth defects).
  2. The mother should not smoke
    a. Cuts down on mother's oxygen and therefore down on the oxygen the baby receives which could result in:
      1. Smaller sized baby than normal
      2. Depressed baby
      3. Blue baby--baby is blue in color
      4. Miscarriage
      5. Still birth (born dead)

TOPIC: Fetal Stages - Labor and Delivery Secondary

DAY 12

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Describe normal fetal stages. --Describe labor and delivery.	Today we will be seeing how the embryo grows into a fetus and 9 months later is born. You may need to review briefly or finish material from day 11. Show overheads of progression of fetal development. As they are being shown, refer to the handout on fetal development. It is self-explanatory. Use of the book, "A Child Is Born," can be very helpful. There are numerous illustrations to enhance the use of the information sheet and overhead transparencies. Lead this into labor and delivery information. Also, it is best to have this period as a lecture to give all the information on the handout on labor and delivery and child care in the hospital. Assignment: Do workbook assignment for Chapter 8, pages 33-34, due tomorrow.	Handouts on fetal stages and labor and delivery. Overheads on fetal development. Book: "A Child Is Born." (book and overheads are in the kit)

FETAL DEVELOPMENT

	MAJOR CHARACTERISTICS
1st Month weight-- height--1/4 in.	Head predominent--1/3 of body Backbone bent--head touches tail Eyes, ears and nose are apparent Heart is bulge--pulsating (3 weeks) Digestive tract developing Arms and legs buds
2nd Month weight--1/30 oz. height--1 in.	Tail is disappearing Brain develops Face develops External sex organs present Bones and internal organs developing Umbilical cord present
3rd Month weight--1 1/2 oz. height--3 in.	Teeth, bones, fingernails, toenails Kidney functions Placenta formed Movement not felt
4th Month weight--4 oz. height--6 1/2 in.	Sex is obvious Amniotic sac is orange sized
5th Month weight--8 oz. height--10 in.	Laguna--fuzz that forms on skin Feel fluttering movement Can hear heart beat
6th Month weight--1 1/2 lb. height--11 to 14 in.	Skin is wrinkled and red No fat Vernix--cheese-like substance on skin
7th Month weight--2 1/2 lb. height--15 to 17 in.	1-10 chance of survival if born now Periods of wake and sleep If growth continues at this rate, baby would weigh 200 lbs. by age of 1 year
8th Month weight--4 lb. height--16 to 18 in.	2-3 chance of survival if born now Continues to grow
9th Month weight--6 to 7 1/2 lb. height--19 to 20 in.	Fat is accumulated Gains half pound per week Fingernails harden Lungs develop

LABOR AND DELIVERY

Prior to actual labor

1. Braxton Hicks contractions
   a. Irregular mild contractions
   b. Exercising of the uterus preparing it to function in labor
   c. Helps to flatten and soften the cervix
2. Baby dropping
   a. Two weeks (approx.) before birth, the baby travels from high in the abdominal cavity to lower in the pelvic area
   b. Baby turns from head up position to head down toward cervix.
3. False contractions
   a. Uterine contractions which are irregular but stronger than Braxton Hicks contractions
   b. Many women even go to the hospital thinking it is the real thing and become disappointed.

True labor

1. Regular and strong uterine contractions every 15-20 minutes and 45-60 seconds long with a definite hardening of the uterus. They become closer and closer together and stronger as time goes on
2. Rupture of the membrane or "bag of water". It could leak or gush out. It is clear and sweet smelling.
3. Bloody show which is the mucous plug that closed off the cervix. This plug was there to protect the uterus from germs.
4. Nesting instinct which sometimes is known as a "burst of energy". Where the woman feels like she wants to get a lot of work done or go shopping or just becomes real energetic.

5. Possible diarrhea a few hours before the contractions start.

The four stages of labor

1. Dilation--from onset of labor to full dilation of cervix.
    - A. Entertainment phase
        1. Mother is excited because she realizes she is finally going to have her baby.
        2. Cervix will dilate from one to three centimeters.
        3. The cervix dilation is concerned with the opening process.
        4. Effacement--process of the shortening of the cervical canal--flattening of the cervix.
        5. Full dilation is ten centimeters or five fingers wide.
        6. Full dilation forms a canal for baby to pass through.
        7. When contractions are five minutes apart for one hour long, call the doctor or go to the hospital. Some doctors say wait until contractions are two minutes (on first birth only) apart before calling.
        8. It is said if you can no longer walk, talk or joke around then it is time to go in.
        9. Once this starts, do not eat because digestion stops--you could get sick later.
    - B. Active phase
        1. Much more uncomfortable pains and closer together
        2. Should be in hospital
            - a. Partial shaving
            - b. Enema

3. Will dilate from three to eight centimeters.

4. The hospital personnel will probably put on two monitors. One for the baby's heart beat and the other to measure strength of the mother's contractions (these are on the outside).

5. Possible fetal monitor put on baby if water has broken. This will be put on baby's head.

C. Transitional phase

1. Very severe contractions, longer and much stronger and more frequent.

2. Mother has urge to push but should not because cervix isn't fully dilated and could rip cervix or damage baby.

3. Much mental stress.

4. Will dilate from eight to ten centimeters.

2. Birth

A. Fully dilated

B. Pushing all through the process

C. Taken to the delivery room when baby starts to "crown" (head starts to come out)

D. Anesthetic given if desired

E. Episiotomy--incision made from vaginal opening toward rectum to enlarge space for baby to come out. Easier for a cut to heal than a tear

F. Pushing the baby out for the rest of the process. Usually lasts from 20 to 90 minutes

G. Baby starts out of the body face down and turns face up and continues to be born

H. After birth, the baby's mouth will be cleaned out with a suction cup

I. The doctor clamps the umbilical cord in two places and cuts between the clamps. One clamp is 1" from the baby and will become the baby's navel when the clamp is removed. The excess cord will drop off six to ten days after birth

J. Baby then cleaned, weighed and measured and put into a warmer bag

3. Placental stage

    A. Uterus stops to rest after birth then starts contracting to push out the after-birth

    B. This process frees the placenta from the walls of the uterus and pushes it out

4. Recuperation

    A. Doctor stitches mother's incision up

    B. Mother goes to recovery room for one to two hours. This is the most critical period of time for the mother

    C. Involution takes place--the uterus goes back to an unpregnant state

INFANT CARE

1. Observations of baby (in delivery room and in nursery)

    A. Heart beat

    B. Breathing

    C. Muscle reactions

    D. Color of skin

    E. Crying

    F. Reflexes

    G. Silver nitrate in eyes to kill infection

    H. Clean baby

    I. Cord cleaned

2. Apgar test given in delivery room and in nursery to tell how healthy the baby is. A-E above are rated on a scale of 1 to 10 (10 being the best) at one minute, five minutes and 15 minutes after birth. A score of 7 to 10 is good and the baby is considered to be healthy

TOPIC: Labor and Delivery Secondary

DAY 13

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: Describe labor and delivery.	Today we will be seeing a movie on birth. Note the different stages of labor that the mother is going through from dialation to recuperation. Show film on labor and delivery. Ask questions over film. Explain to students that the woman did not seem to be in "pain," but instead was working very hard and was tired. Review material over conception, pregnancy, and labor and delivery for test tomorrow. Assignment: Study for test over conception, pregnancy, and labor and delivery.	Movie Projector. Film, "Becoming."

TOPIC: Test

Secondary

DAY 14

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Demonstrate knowledge of conception, pregnancy, labor and delivery.	Administer test.	Test.

DO NOT WRITE ON TEST

SEX EDUCATION TEST--# 3

TRUE AND FALSE--+ for TRUE and 0 for FALSE

_____ 1. If a woman misses her period one month, she is definitely pregnant.

_____ 2. All women will have morning sickness.

_____ 3. A pregnant woman will have enlarged, sore, and tender breasts.

_____ 4. Pregnant women are frequently tired.

_____ 5. A doctor's care is not necessary for a pregnant woman until she is eight months pregnant.

_____ 6. A urine specimen will be used to verify pregnancy.

_____ 7. A doctor will use an instrument called a speculum to see the mouth of the uterus.

_____ 8. A blood test will be done to find out if the baby is a boy or a girl.

_____ 9. A doctor will give a pregnant woman special vitamins along with a special diet to follow.

_____ 10. A pregnant woman will have a pelvic exam every time she visits her doctor.

_____ 11. Bleeding from the vagina is common during pregnancy.

_____ 12. If a woman experiences severe abdominal pain during pregnancy, she should contact her doctor immediately.

_____ 13. Blurry vision is not a concern for alarm in pregnant women.

_____ 14. A pregnant woman should wear loose clothing and low-heeled shoes.

_____ 15. Dental work should be done early in pregnancy because of harmful effects of the X-rays.

_____ 16. Intercourse and douching are not permitted during pregnancy.

_____ 17. A gynecologist takes care of pregnant women.

_____ 18. The baby will receive all its food from the mother through the umbilical cord.

______ 19. If the mother's circulation is poor, then the oxygen to the baby will be lessened.

______ 20. Salt is a necessity for a pregnant woman.

______ 21. A mother taking drugs will not hurt her unborn child.

______ 22. By the third month of pregnancy, the baby's kidneys start to function.

______ 23. By four months, the baby weighs 4 ounces.

______ 24. You can hear the baby's heart beat by five months of pregnancy.

______ 25. Baby's heart starts pulsating at three weeks.

______ 26. A baby cannot survive if it is born in the seventh month of pregnancy.

______ 27. The baby's lungs develop in the ninth month of pregnancy.

______ 28. Braxton Hicks contractions are true labor.

______ 29. Braxton Hicks contractions prepare the uterus and cervix for the birth process.

______ 30. When the baby drops, it means that there are about two weeks left before birth.

______ 31. Dilation is the first stage of labor.

______ 32. Birth is the last stage of labor.

______ 33. The entertainment phase of dilation is the most stressful on the mother.

______ 34. In the dilation phase of labor, the woman's uterus dilates to ten centimeters.

______ 35. Effacement is the process of the cervical canal shortening and flattening.

______ 36. As soon as contractions start, the woman should go to the hospital.

______ 37. A woman's digestive system stops when labor starts.

______ 38. A woman should be in the hospital during the active phase of dilation.

_____ 39. A woman in labor will be partially shaved and given an enema in the hospital.

_____ 40. A fetal monitor will check the baby's heartbeat.

_____ 41. The transitional phase of dilation is where the mother pushes the baby out.

_____ 42. The mother is pushing throughout the birth process.

_____ 43. Crowning is where the baby's head starts coming out.

_____ 44. An episiotomy is the anesthetic that is given to the mother.

_____ 45. The placental stage is where the afterbirth comes out.

_____ 46. Recuperation is the most critical period of time for the mother.

_____ 47. Involution is the cutting of the umbilical cord.

_____ 48. Silver nitrate is put into the baby's eyes to kill infection.

_____ 49. The mother will go directly from the delivery room to her hospital room where she will stay.

_____ 50. An eight on the Apgar test is a good score.

SHORT ESSAY

1. List the four things that the doctor will check when the pregnant woman visits her doctor every month.

2. List five common complaints, listed in the hand-out, of a pregnant woman.

3. List the five things that could happen to a baby if the mother smokes during pregnancy.

4. List three of the five signs of true labor.

5. List the five things that are tested on the baby in the Apgar test.

6. List how often a woman should visit her doctor during pregnancy (three parts to this answer).

TOPIC: Social Roles and Responsibilities Secondary

DAY 15

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Understand attitudes about sexual exploitation. --List sources of help available for problems of sexual variants. --Discuss alternate life styles. --Discuss laws that relate to sexual conduct.	Chapter 13, Activity B, page 34. Chapter 14, Activity F, page 36. Hand out sheet on sexually related laws and discuss with the students. If you have any questions in these areas, please have them ready for tomorrow when we will be having a speaker from "Project Woman". Assignment: Do workbook assignment for Chapter 13, questions 1-20, and Chapter 14, the crossword puzzle on pages 50-51 for tomorrow.	Handout on sexually related laws.

SEX-RELATED LAWS

Listed below are several laws that relate to sexual activity. To understand them you must know the different terms that are used in these laws. They are:

1. Sexual conduct--actual intercourse
2. Sexual contact--physically touching with the intent to sexually arouse
3. Sexual activity--both conduct and contact

RAPE

A. Sexual conduct by force or the threat of force

B. Can happen by getting someone intoxicated first

C. Statutory Rape--this is with someone under the age of 13 years old, even if the offender doesn't know what age the victim is

D. Proof of penetration is necessary for conviction

EXAMPLE:

1. Rape--a man comes into your house with a knife and forces a 16 year old girl to have sexual intercourse by threatening to harm her if she doesn't

   PENALTY--Felony

   Prison--4 to 25 years
   Fine--not more than $10,000
   Both prison and fine possible

2. Statutory rape--a girl tells a boy she is 15 years old and he rapes her

   PENALTY--Felony

   Prison--4 to 25 years
   Fine--not more than $10,000
   Both prison and fine possible

SEXUAL BATTERY (date rape)

A. Talking someone into sexual conduct so they do not try and stop you

B. Person uses "lines" in order to have sexual intercourse or impairs the person's judgment by getting them high or drunk so that they will submit

C. Penetration must be proven for a conviction

EXAMPLE:

Joe picks up Sally for a date and he says, "Let's take a drive in the country." He pulls off the road and tells her to "put out or get out." She gives in

PENALTY--Felony

Prison--1 to 10 years
Fine--not more than $5,000
Both prison and fine are possible

GROSS SEXUAL IMPOSITION

A. Sexual contact with force or threat of force

B. Person knows that it is offensive to his victim

C. Victim is unable to evaluate the situation such as by being intoxicated or mentally incompetent

EXAMPLE:

Tom and Jane are at a party. Jane goes into the bedroom to get her coat. Tom follows her in, closes the door and proceeds to grab at her chest. She tries to stop him and Tom says, "Don't scream or I will beat you up."

PENALTY--Felony

Prison--6 months to 5 years
Fine--not more than $2,500
Both prison and fine are possible

D. If victim is less than 13 years old, whether the offender knows it or not

PENALTY--Felony

Prison--1 to 10 years
Fine--not more than $5,000
Both prison and fine are possible

SEXUAL IMPOSITION

A. Sexual contact with the intent to sexually arouse

B. Person knows that it is offensive to his victim

C. Victim is unable to evaluate the situation such as by being intoxicated or mentally incompetent

D. If the victim is between the ages of 12 and 15 years old, whether the offender knows it or not, and the offender is at least 18 years old and 4 or more years older than the victim. The parents may file without victim's consent

EXAMPLE:

Karen and Jerry are sitting in his car in front of her house after a date. He attempts to engage in petting. She stops him and says "No". He keeps trying. Her father comes out to the car and catches him

PENALTY--Felony

Prison--not more than 60 days
Fine--not more than $500
Both prison and fine are possible

KIDNAPPING AND SEX OFFENSES

A. Removing a person from the place they are to another place with the intent to engage in sexual activity by force or threat of force

EXAMPLE:

Peggy and Steve are at a football game. Steve says, "Let's go." Peggy says she doesn't want to and tries to fight him off. He drags her to the car and drives to Reed Park where he rapes her

PENALTY--Felony (double because of both rape and kidnapping)

Prison--4 to 25 years
Fine--not more than $10,000
Both prison and fine are possible

CORRUPTION OF A MINOR

A. No one 18 years old or older may have sexual conduct with someone between the ages of 12 and 15 years old, whether they know the age or not.

EXAMPLE:

Fred, 19 years old, picks up Sue, who is 14, at a party and they engage in sexual intercourse. Sue's older sister, who was at the party, tells her parents what happened and they take her to a doctor for proof

PENALTY--Felony

Prison--1 to 10 years
Fine--not more than $5,000
Both prison and fine are possible

PROSTITUTION

A. Charging for sexual activity

EXAMPLE:

Fred and Marsha are at a party. Marsha says she will let Fred go "all the way" if he gives her $15

PENALTY--Misdemeanor

Prison--not more than 60 days
Fine--not more than $500
Both prison and fine are possible

TOPIC: Rape

DAY 16 Secondary

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Understand attitudes about sexual exploitation.	Today we have a speaker from "Project Woman," who will be talking to you about rape and other sex offenses and what you can do if something happens to you. Introduce speaker. Assignment: Read Chapter 9, pages 148-167 for tomorrow.	Speaker from "Project Woman."

TOPIC: Teenage Pregnancy and Abortions

DAY 17 Secondary

OBJECTIVES

Students will be able to:

--Discuss teenage pregnancy.

--Discuss alternatives to parenting.

--Discuss parenting as a long term commitment.

--Discuss the concept of family planning, birth control, spacing children, and adjustments to children.

PROCEDURE

Today we will be discussing teenage pregnancy and how it will effect the parents. Also, a discussion on abortion will follow.

Plan:

-----Chapter 9, Activity B, pages 26-27.

-----Chapter 9, Activity E, page 27.

-----Chapter 9, Activity C, page 27.

Lead from Activity C to the handout on abortion. Explain the material on abortion, and then give them the handout.

During coverage of this above material, emphasis needs to be placed upon discussing the concept of family planning, birth control, spacing children, and adjustments to children.

If a teenager finds out she is pregnant, she has four choices. They are as follows:

-----getting married.

-----not getting married, but keeping the child.

-----giving the child up for adoption.

-----abortion.

The choice is not an easy one to make, so planning your children is the best choice of all. Let the students show that tomorrow there will be a speaker from "The Parent Infant Center."

Assignment: Do workbook assignment for Chapter 9 for tomorrow.

MATERIALS

Handout on abortion.

ABORTIONS

Four Types of Abortions

1. Vacuum Curettage (suction)
2. Dilation and Curettage (D & C)
3. Intro-amniotic hypertonic saline (saline)
4. Hysterotomy (caesarian)

Vacuum Curettage (suction)

A. Can be done up to 12 weeks of pregnancy (remember this is counted from the first day of your last period)

B. Reasons why it is a very common, regularly used method:

    1. Quick
    2. Little blood loss
    3. Little anesthetic needed
    4. Less problems

C. Easily performed in doctor's office

D. First 3-step procedure

    1. Pelvic exam to verify pregnancy
    2. Pain killer in cervix
    3. Dilate cervix

E. Straw-sized see-through plastic tube called a vacurette inserted in through the cervix until it touches the amniotic sac

F. Tube connected to bottle and machine

G. Vacuum is turned on for 20 to 40 seconds

H. Doctor watches tube to see fetus pass through

I. Operation takes 5 to 10 minutes

J. Recuperation takes from a few minutes to maybe two hours. Usually the patient can go about everyday business very soon

K. Menstrual-like bleeding for one day to one week

L. First real period begins about four weeks after abortion

M. Never douche after an abortion for approximately six weeks; also, don't have intercourse for the same amount of time

N. Take showers for about one week instead of a bath

Dilation and Curettage (D & C)

A. Can be done up to sixteenth week of pregnancy

B. First 3-step procedure on first page

C. Doctor inserts a spoon-like instrument and scrapes loose the embryo and placenta. Then suction machine is turned on to remove all materials. Checked by doctor

D. Procedure takes 10 to 15 minutes

E. Recuperation takes 2 to 5 hours

F. Same "Don'ts" as in Vacuum Curettage

Intro-amniotic Hypertonic Saline (saline)

A. Used after the fifteenth or sixteenth week

B. Pain killer in small area of the stomach below the navel

C. Long needle inserted through abdomen into uterine wall

D. Tube then replaces needle

E. The amniotic fluid is then drained out through the tube

F. A salt solution is then injected through the same tube, killing the fetus

G. Labor pains start within 48 hours, the cervix dilates and the woman starts giving birth to a dead baby

H. The woman is awake during this procedure so that unnecessary pain can be avoided

I. Recuperation takes same amount of time as normal birth

J. Takes two to three days to complete

K. Same "Don'ts" as Vacuum Curettage

Hysterotomy (caesarian)

A. One week stay in hospital, which is considered the recuperation

B. Woman put to sleep, an incision made in her abdominal wall through to the uterus

C. Doctor then removes the fetus and then sews you back up

D. Same "Don'ts" as Vacuum Curettage

E. Operation takes one to two hours to perform

NO ABORTION IS PERFORMED LEGALLY AFTER THE 26TH WEEK OF PREGNANCY

TOPIC: Teenage Pregnancy

DAY 18 Secondary

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Discuss alternatives to aprenting. --Discuss parenting. --Discuss teenage pregnancy.	Introduce Parent Infant Speaker. Speaker talks. Speaker will end class session with question and answer period. Assignment: Read Chapter 15, pages 244-257 for tomorrow.	Speaker from "The Parent Infant Center."

TOPIC: Decision Making

DAY 19 Secondary

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Make responsible decisions.	Throughout this unit you have been given information about many different areas of sex education. Today we will be discussing the responsibilities you have to control your life and how that can only come from the decisions you make now about your own sexual activities. Plan: -----Chapter 15, Activity B, page 38. -----Chapter 15, Activity C, page 38. -----Chapter 15, Activity D, page 38. -----Chapter 15, Activity E, page 38. Assignment: Study for the test over material in Chapters 9, 13, 14, and 15, and all information that has been handed out for tomorrow.	Teacher guide.

TOPIC: Test

DAY 20

Secondary

OBJECTIVES	PROCEDURE	MATERIALS
Students will be able to: --Pass the test over Chapters 9, 13, 14, and 15.	You will have most of the period to take this test. I hope all of you do very well on it. Administer test. Collect textbooks. Write on a piece of paper your definition of "Love," now that you have completed this unit. Compare this with your previous definition, and see how your thoughts have changed. I hope all of you have enjoyed this unit. The knowledge you have gained will enable you to hopefully control your own lives. You are the only one who can do that after you leave home, not your friends, not your parents, no one but you. I truely hope your lives will be healthier and therefore happier from this unit you have taken in the last four weeks.	Test. Textbooks. 3 x 5 cards turned into you on the third day of this unit on love.

DO NOT WRITE ON THIS TEST

SEX EDUCATION TEST--# 4

TRUE AND FALSE--+ for TRUE and 0 for FALSE

_____ 1. A person who has a physical attraction to persons of the other sex is a heterosexual.

_____ 2. A person who has a physical attraction to persons of the same sex is a homosexual.

_____ 3. People who are straight are heterosexual.

_____ 4. A person who doesn't follow the crowd is a variant.

_____ 5. Sex change operations are possible.

_____ 6. A person who sexually abuses children is a molester.

_____ 7. Fetishism is the word that means sexual contact with children.

_____ 8. Incest is sexual relations between close relatives.

_____ 9. The use of force on a victim to obtain sexual intercourse is rape.

_____ 10. A person who can't make decisions at all and lets events and peers sweep them along is called a "postponer".

_____ 11. A person who looks around to see what everyone else is doing before making a decision is called an "avoider".

_____ 12. Adolescent girls give birth to about one of every five babies.

_____ 13. Babies that are bought and sold illegally are usually female.

_____ 14. Adoption means that a mother legally gives up her baby to be raised by other parents.

_____ 15. The type of abortion that is not on purpose is an induced abortion.

_____ 16. Abortions are legal during the third trimester of pregnancy.

_____ 17. Studies have shown that safe legal abortions do not affect the female's health during future pregnancies.

_____ 18. An example of a spontaneous abortion is a miscarriage.

_____ 19. All abortions are illegal.

_____ 20. A married woman must have her husband's approval to have an abortion.

_____ 21. Sexual contact and sexual conduct are the same thing.

_____ 22. Statutory rape has to do with a person under 13 years of age.

_____ 23. Sexual battery is also known as "date rape".

_____ 24. Prostitution is a felony.

MATCHING--Write the letter that matches the word the best.

_____	1.	Lesbian	A.	Not "straight"
_____	2.	Fetish	B.	Persons who have many sexual contacts
_____	3.	Thinkers	C.	Follow the crowd
____	4.	Hermaphrodites	D.	Attracted to persons of the opposite sex
_____	5.	Streakers	E.	Don't make decisions at all
_____	6.	Gay	F.	Female homosexual
_____	7.	Masochism	G.	Use their personal values to decide what to do
_____	8.	Heterosexual	H.	Nonsexual object that excites some persons
_____	9.	Imitators	I.	Minor-league exhibitionists
_____	10.	Jumper	J.	Attracted to both sexes
_____	11.	Transvestite	K.	To enjoy pain
_____	12.	Promiscuous	L.	Cross dresser
_____	13.	Nymphomaniac	M.	Female with uncontrollable sex drive.
_____	14.	Avoiders	N.	Leaps into experiences and considers results later
_____	15.	Bisexual	O.	Persons who are both male and female

SHORT ESSAY

1. List one of the four types of abortion and describe in detail what happens from beginning to the end of the process.

2. List three sex-related laws and what the penalties are for each.

PEOPLE TO CONTACT

1. Film on Birth Defects, "Faces on Birth Defects."
   Phone: 1-254-6297, March of Dimes.

2. Movie on Birth, "Becoming," film #76003.
   Obtain from County Office through your librarian.
   Be sure to order this one well in advance.
   It is usually booked up.

3. Speaker from "Project Woman."
   Phone: 325-3707, and ask for Rose Tingle.
   Tell them you wish a speaker about rape and
   other sex offenses.

4. Speaker from the "Parent-Infant Center."
   Phone: 322-4939, and ask for Ruth Folz.
   Tell them you wish a speaker on teenage pregnancy.

APPENDIX

OVERVIEW OF SEX EDUCATION COURSE OF STUDY COMMITTEE

April 27, 1981

The Board requested that a committee be established in order to develop a course of study in the area of family life and sex education.

December 2, 1981

The committee chaired by Gus Wilde met for the first time on December 2, 1981 at 7:30 P.M. in the Board Office. Members of the committee are:

Greta Call	Home Economics	NEHS
Elaine Rutan	LD Teacher	RH
Cindy Garlough	8th Science	NR
Ann Vosskuehler	Nurse	RH
Holly McCarthy	Nurse	SV
Ellen Yingst	Parent	RH/KR
Janice Augustus	Parent	SV
Linda Jordan	Parent	NR
Glenda Mast	Board Representative	NELSD
Bill Botkin	Middle School Coor.	Clark Co. Bd. of Education
Anne Hyland	Media Coordinator	NELSD
Gus Wilde	Asst. Principal	NR

The committee reviewed:

1) the direction of the Board
2) a summary of district concerns shared by Glenda Mast
3) a summary of various issues and concerns shared by Gus Wilde
4) the philosophy and goals of NELSD
5) a list of sex education and reproduction instructional resources presently available in the district

The discussion focused on the areas of:

1) program philosophy
2) the scope of instruction
3) the sequence of instruction
4) implementation

The committee also decided to:

1) seek community input and reaction through a survey in the Communicator
2) obtain copies of curricular guides presently available
3) obtain information from professional associations
4) survey teachers in the district presently teaching any aspects of family life and/or sex education

January 20, 1982

The second meeting was held January 20th at 3 P.M. at Northridge School. David Engle was appointed to serve as the Board's representative to the committee.

The committee reviewed the minutes and was updated on the progress from the last meeting. They also received a number of handouts:

1) decision making list of instructional materials presently available in the district
2) a summary of letters received by Mr. Stephens as a result of a March, 1979 meeting at Kenton Ridge
3) sections of the Ohio minimum standards which address the areas of family life and sex education
4) an outline of sex education presently taught in the district as reported by the teachers
5) excerpts from the Worthington City School Health Course of Study
6) excerpts from the National Clearinghouse Bulletin

The committee developed a philosophy statement, two broad goals and five instructional objectives:

PHILOSOPHY

Sex Education is an on going physical, mental and emotional process which grows and matures as part of family and social situations. Parents are largely responsible for the attitudes, morals and views they want their children to develop about sexuality. The public school supplements the sex education which takes place in the home by helping students to develop positive attitudes and practices which lead to an understanding of sexuality and successful family and social relationships.

I. Students will understand sexuality:

  A. Students will establish a vocabulary which will help to eliminate improper terminology, dispel fears and correct misconceptions.

  B. Students will understand the biological aspects of reproduction.

  C. Students will understand sexuality as being an integral part of their personality, to be respected and dignified.

II. Students will develop successful family and social relationships.

  A. Students will develop an understanding of family roles and responsibilities.

  B. Students will develop positive attitudes and make responsible decisions about sexual conduct and parenting.

The committee also recommended that instruction be provided in 4th, 5th, 7th, 8th and 10th grades to be incorporated with the Health program.

February/March, 1982

A public survey was included in the February/March edition of the Communicator.

Twenty responses were received. Three indicated they would not be interested in attending a seminar for parents; one would possibly attend; and sixteen would attend such a seminar.

Only one response from a parent of a student felt that we should not offer this instruction. All others supported our efforts and made suggestions.

Suggestions grouped themselves into five areas:

1. The area of greatest concern was the need to include rights and responsibilities, values, respect for self and others, setting high standards for yourself, right and wrong use of sex.
2. The next area most often mentioned was: what is a successful relationship, importance of family life, problems and joys of marriage, loving enough to care and make commitments, how to handle love and intimacy at the teenage level and emotional responsibility of sex.
3. Next area mentioned: need to establish communication with students and parents; places to seek additional help and information.
4. Next area mentioned: reproductive systems, birth control, problems of teenage pregnancy.
5. Other areas mentioned: family budget, money management and costs of families, two career families; rape and other sexual exploitation; need for education, career and goal setting

There were a few suggestions regarding what information would be helpful to parents: learning how to respond to children's questions and how to help children cope with their problems. Several parents wanted to make sure they were a part of the educational process.

March 17, 1982

The third meeting was held March 17th at 3 P.M. at Rolling Hills.

The committee reviewed all suggested topics and organized them into grade levels by the instructional objectives they had identified at the previous meeting.

The committee also decided that because this is a sensitive area, it was important to prepare more than a typical Course of Study for Board action. The committee has recommended that the 1) Course of Study be followed with a 2) complete set of instructional activities and 3) that all appropriate instructional materials also be identified. These materials could be assembled in grade level components to facilitate their use.

April 21, 1982

The fourth meeting was held April 21st at 3 P.M. at South Vienna.

The committee reviewed the first typed draft of the suggested Course of Study. They agreed that while the content, as listed, was acceptable and clearly needed to be listed, the instructional processes used were equally, if not more, important.

It was decided to:

1) share what we have done so far with the Board of Education and ask them for any suggestions or concerns which they have and,

2) distribute the first draft of the Course of Study to all teachers who currently teach any of these areas and ask for their reactions. These are to be returned by mid May so that they can be examined before the end of the school year.

There was considerable discussion about how to develop a more complete instructional package for teacher use.

April 27, 1982

Draft copies of the suggested Course of Study were shared with the Board of Education at their regular meeting. Gus Wilde reviewed the activities of the committee and asked the Board members to share any ideas or suggestions they had with him or members of the committee.

May 19, 1982

The fifth meeting was held May 19th at 3 P.M. at Kenton Ridge High School.

A survey has been distributed to all teachers. Two Middle School teachers discussed their ideas and concerns about the proposed scope and sequence with the committee. The rest of the teacher surveys were discussed.

The comments seemed to fall into two areas:

1) a personal hesitation about teaching in the area; but with comments which indicated that they could with sufficient direction

2) a feeling that 4th grade seemed too young to begin this instruction. (The two nurses pointed out that they do the 4th grade instruction in the spring of the year, never in the fall.) And also that co-educational instruction should not begin before the 7th grade.

The general consensus of the committee was:

1) a Scope and Sequence is needed. It will provide the district with much needed consistency and accountibility for what we do and why we do it.

2) there is an urgent need to provide teachers with instructional strategies appropriate for teaching in this area. This may need to be as structured as detailed lesson plans for each grade level.

3) all the needed instructional materials need to be identified and made accessible to teachers. Teachers should not have to try to locate these materials themselves.

August 19, 1982

A plan was presented for consideration to the district's administrators to allocate a portion of the district's Federal Chapter 2 funds to be used to:

1) pay teachers to develop the needed instructional units recommended by the committee, and,

2) purchase the necessary instructional resources which will be needed to implement the lessons.

September 30, 1982

The plan to use a portion of the Federal Chapter 2 allocation to develop and implement the Sex Education curriculum was formally discussed. It was agreed to support the curriculum development as the committee had recommended with the Chapter 2 funding.

October, 1982

A proposed time line was developed which would allocate funds to teachers to develop instructional units in grades 4, 5, 7, 8, and 10. Tentative expectations of the teacher-writers were also developed. Minimal adjustments were made in the Course of Study outline.

October 26, 1982

A presentation was made to the Board of Education which summarized the work of the committee to date and outlined its expected time line. The Board reviewed the plans and directed the committee to continue.

November, 1982

Teachers were identified who were willing to write instructional units and preview materials. These teachers were: Ruth Hoover, 5th grade teacher - Northridge; Holly McCarthy, school nurse - South Vienna/Catawba; Dane Kugler, 7th grade Science teacher - Northridge; Ann Vosskuehler, school nurse - Rolling Hills/New Moorefield; Rita Terry, health and physical education teacher at Northeastern High School.

The teachers met and discussed expectations, time line, a plan of action; and previewed all the audio visual materials, publishers' catalogs and bibliographies which were already in the district. A memo to this effect was sent to the district's Sex Education Committee to appraise them of progress.

January 11; March 9; April 20, 1983

The teacher writers met with the district's Sex Education Committee chairman and the Director of Curriculum and Instruction to review progress, share questions, clarify points and articulate the use of instructional materials. In addition, the teacher writers met individually with the chairman and/or the director as seemed appropriate.

May 11, 1983

In an informal question and answer session, the teacher writers presented their completed materials to the board members, members of the Sex Education Committee and district administrators.

May 18, 1983

The district committee met to discuss the presentation of the materials of the May 11th meeting. Some changes were requested to a few sections. With changes, the committee was pleased with the document.

May 22, 1983

The News & Sun ran a full page article in the Sunday paper which described the curriculum development work the committee has worked on. No comments were received from the community following the article.

May 24, 1983

The document was submitted to the Board of Education at their regular May meeting with a recommendation from the district committee for Board approval at their June meeting. This would allow time for public response.

August 24, 1983

A one-half inservice day was provided for all teachers who will be using the materials for instruction. They were introduced to the printed document, all the support materials, and learned appropriate instructional techniques.

Northeastern Local School District

Office of the Board of Education
1414 Bowman Road, Springfield, Ohio 45502
Telephone (513) 325-7615

Sample 4th & 5th Grade Letter

(date)
2 to 3 weeks before instruction

Dear Parent,

Beginning (date) our class will be studying a unit on sex education. It will discuss four aspects of personal growth:

Self concept,
Family roles and responsibilities,
Decision making, and
Physical growth and maturity.

Menstruation will be introduced at the fourth grade level. Fetal development is discussed in the 5th grade. The curriculum we will be using has been developed by a district committee, and was approved by the Board of Education in 1983.

If you would like to discuss this instruction further, please feel free to contact me at school at (phone number).

Sincerely,

Teacher

Northeastern Local School District

Office of the Board of Education
1414 Bowman Road, Springfield, Ohio 45502
Telephone (513) 325-7615

Sample 7th & 8th Grade Letter

(date)
2 to 3 weeks before instruction

Dear Parent,

For the next several weeks we will be studying a unit on sex education. It will include an introduction to physiological and function terms, cell division, fetal development through birth, briefly introduce sexually transmitted diseases, and an understanding of self, others and emotional growth.

The study wil last 3 to 4 weeks. We will be using the curriculum developed by a district committee, and approved by the Board of Education in 1983.

If you would like to discuss this instruction further, please feel free to contact me at school at ________(phone number)________.

Sincerely,

Teacher

Northeastern Local School District

Office of the Board of Education
1414 Bowman Road, Springfield, Ohio 45502
Telephone (513) 325-7615

Sample High School Letter

(date)
2 to 3 weeks before instruction

Dear Parent,

For the next several weeks in Health Class we will be studying sex education. The study will include physiological and function terms, conception, fetal development and birthing, family planning, birth defects, venereal diseases and sex-related laws. Included in the unit will be particular emphasis on decision-making, family roles and responsibilities, and respect for yourself and others.

The study will last 3 to 4 weeks. We will be using the curriculum developed by a district committee and approved by the Board of Education in 1983.

If you would like to discuss this instruction further, please feel free to contact me at school at (phone number).

Sincerely,

Teacher

Northeastern Local School District

OFFICE OF THE BOARD OF EDUCATION
1414 BOWMAN ROAD, SPRINGFIELD, OHIO 45502
TELEPHONE (513) 328-7618

DON R. TITUS
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TREASURER
CARL R. FRAZIER
SUPERINTENDENT

(date)
Send home last day of instruction

Dear Parents,

We have just completed a sex education unit in our Health class, and we would appreciate your evaluation and comments about the unit. Please answer the following questions and return this letter to your child's teacher.

1. Were you aware that your child was participating in a sex education class as a part of the health curriculum?

   YES NO

2. How do you feel that this instruction was beneficial to your child?

   ____

   ____

3. Do you have any comments or suggestions about this instruction?

   YES NO

   Comments: ________________________________

   ____

   ____

   ____

4. What grade is your child in? ____________________

Thank you for taking the time to work with us as we strive to provide the best possible education for your child.

Sincerely,

Teacher

Sex education in the schools

Study group of parents, staff and board members design a better program for their district

SPRINGFIELD (O.) NEWS-SUN, Sunday, May 22, 1983

By Pat Huston
News-Sun Staff Writer

"Babies come from storks," a young girl says with a grin.

"From cabbage patches," a boy adds.

"In cornstalks," says another.

"In factories."

"From a doctor's black bag."

"Out of the sky."

"From kissing."

Giggles. A few coughs. Slight shuffling of feet under desks. Then silence.

The teacher isn't laughing or smiling. Just listening. Just keying into his seventh grade students and their remembrances of answers to their first question of "Where do babies come from."

The nearly 30 youngsters key into him and continue the discussion, part of a sex education class, in relative calm.

"I tell my students if they don't show proper maturity, they will be asked to leave the room," teacher Dane Kugler later commented. In his three years at Northridge School, he added, "I've had no problem with that."

Problems with sex education can arise from the mere mention of the words, said Gus Wilde, assistant principal at Northridge, in the Northeastern Local School District.

"It's the label," said Anne Hyland, the district's director of curriculum.

"People see the curriculum as only biological when in effect it is only one-fourth biological," she said.

At that, in the grades sex education will be taught in Northeastern this fall, it takes up only a period a day in a three-to-four-week period of a 36-week school year, she added.

"It's entitled sex education, but we're talking more than that," said Wilde, chairman of a family life study committee in the district. "We're talking sexuality."

All public schools in Clark County teach sexuality — the combination of physical being, emotions and attitudes — in varying degrees, a survey of administrators revealed.

A committee of Northeastern district parents, staff and board of education members have been talking sex and sexuality for two years in an effort to meet a board/public request for a better sex education program.

If approved by the board of education this month, it will be implemented for 1983-84.

In the program, sexuality enters into a role-playing situation of fourth graders who pretend they are different members of a family buying a car, an exercise allowing fifth graders to express how they feel about death or eighth graders discussing lifestyles.

"You start with a child, what he feels about himself and what he expects," said Northridge fifth grade teacher Ruth Hoover.

"Sex is a lot more than biology and physiology," Wilde told a small group who gathered recently for a preview of his district's new sex education curriculum. "You may hear things that seem to have no basis with sex."

Usually, he said, the problems a school encounters are through the misunderstandings of parents.

Adults are oftentimes more uncomfortable with the instruction than students, school administrators in the seven county school districts agreed.

The sensitivity of the subject causes most administrators to shrink from the mention that they teach sex education, even though they are required to do so by the State Department of Education.

The state requirement is not specific, which has its pluses in that "it allows each community to develop its own curriculum based on the tone of the community," Northeastern Supt. Carl Frazier said.

Inadequate state guidelines leave a sometimes uncomfortable gap for school administrators, however.

Many a school principal has been burned with parental protests over one segment or another of his district's program, or that any segment exists at all.

"I don't know why this is such a volatile issue," Frazier said. "It is a natural thing. But when you get into people's moral feelings, it becomes one."

The most minimal instruction in the county, perhaps, is in the Springfield Local School District where, Supt. Larry Zerkle said, "We feel much of this should be reserved for the families. We are very low key out here."

Two school districts, Northwestern and Northeastern, have a sex education curriculum which stands apart from health, physical education and science.

Northwestern's curriculum, one of several studied by the Northeastern committee, was put together last year under the guidance of middle school principal Milt Palmer who has found best results if teachers keep their personal feelings hidden.

"If a student asks what we think, we turn it around," he said. "We say, 'Well, what do YOU think?' "

It was parental concern which launched a nearly-completed two-year study in the area of "family life and sex education" in the Northeastern district.

Parents became concerned over the instruction at Kenton Ridge High School, said parent and former board of education member, Glenda Mast.

Some parents questioned a film on birth control and other information distributed by an outside organization, she said.

The furor at Kenton Ridge three years ago brought out one important fact — that the district had no consistent sex education curriculum, Mast said.

"I was concerned that some students might not be getting any instruction at all," she said.

She was concerned that proper information be given to students who, with more single parent homes and working mothers, are more frequently fending for themselves, she said.

Mast was instrumental in April, 1981, in the formation of a 12-member committee charged with the task of a new curriculum.

"I felt it was backward, that an entire health curriculum, including sex education should have been revised," said Kugler, one of five teachers who authored the new sex education study.

Hyland agreed but conceded, "The committee didn't want to wait that long."

A study of sex education alone took two years — a year longer than originally planned, she said.

"We wanted to do it right," Frazier said, adding that a recent revision of a language arts curriculum in the district took five years.

The sex education study involved numerous meetings for development of a philosophy, research into other schools with a sex education curriculum, a survey of teacher and community feelings and selection of five staff members to author the study.

The five — teachers Hoover, Kugler and Rita Terry and nurses Holly McCarthy and Ann Vosskuehler — were selected based on their rapport with other staff members and current work in the area of sex education, Hyland said.

Feedback from the community was somewhat of a disappointment, Wilde said. A request in the Communicator, the district's newsletter, was met with only 25 responses, he said.

Of those responses, however, most were positive, Hyland said

"Parents were saying they wanted help in presenting this information," she said. Yet, they added, "But please be careful how you do it."

Teachers in grades 4,5,7,8 and 10 — where sex education will be taught next year — were receptive as well. But they wanted specifics, which took much of the time in the study.

The five staff members who wrote the specifics have already been incorporating certain sexuality lessons in their daily contact with students.

Kugler, a seventh grade teacher, uses a method of "desensitizing" students, he said, explaining he uses biological terms all year in relation to non-sexual matters so that students are not as shocked when he uses the terms in sex education toward the end of the last term.

He believes in coed classes because "the boys will ask the questions girls are supposed to know" and vice versa, allowing all students to be educated with minimal embarrassment.

Terry, health/physical education teacher at Northeastern High School, stresses birth control and family planning in what she believes may be "their last shot" at sex education.

"They've got to know what to do and how to make the right decision," she said. "Nobody's going to be with that girl or boy in the back seat of the car."

A staff inservice is planned for late summer. A key to a good program is a good teacher, the committee surmised.

"We've gone one step beyond," said Wilde, who will be leaving the district to enter medical school at the end of this school year. "We never told our teachers how to teach it before."

Parent meetings are planned prior to presentation of the material at each grade level because "people don't like surprises when it comes to sex ed," he said.

Hyland feels some people will see the goal of the curriculum to cut down on teen-age pregnancies, she said, adding, "This will not be the case."

"The teachers will not pass on values, but give information enabling youngsters to form their own values," she said.

Hyland and building principals will monitor the program next year.

"This is not set in stone," Frazier said. "The cement is still wet."

Student Evaluation - Intermediate

1. Please circle the word(s) that best describes your feelings about the sex education classes.

Helpful	Not helpful
Easy to understand	Hard to understand
Complete	Not complete enough
Not embarrassing	Embarrassing

2. What did we do that was the most interesting?

3. What did we do that the least interesting?

4. If you could change the classes in any way, how would you change them?

Student Evaluation - Middle School/High School

1. Do you feel that you learned something new in class?

2. Which part of the sex education was the most interesting?

3. Which part was the least interesting?

4. Was there anything left out that should have been included?

Teacher Evaluation

1. Did the book (Sex Education Curriculum Guide) work?

2. Could you teach from it?

3. Did the kids learn?

4. If not, how could we change it?

5. If it did, what worked best?

6. Did you come up with a new idea or technique that seemed effective? Please share.

Staff Evaluation

Allow time during a staff meeting for feedback from teachers who did not teach it, and from administrators, about the sex education course. What comments did they hear from students or parents?